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ABSTRACT

The final report and recommendations of the Commission on Student Life at San Diego State University are presented. The commission undertook a comprehensive review and evaluation of campus programs and services that contribute to student life. Specific tasks were as follows: (1) to examine all dynamic aspects of student life at San Diego State University in terms of expectations, needs, and program, service effectiveness; and (2) to review and evaluate the present administrative structure, staffing patterns, budgets, operations, and program emphases of the Division of Student Affairs, along with all other university departments and programs that are involved direclty with student life. Findings were to be elated to the following two concerns: whether students are being effectively served by the university and changes that should be instituted to ensure an optimal quality of student life now and into the 1980s. Study areas included: background; academic environment and student development; university life, programs, activities, and residential life; university policy; nontraditional students; student affirmative action program; international students and services; general student services; Imperial Valley Campus; and the Student Affairs Division. Recommendations are offered in each of these areas. Specific recommendations for campus information needs for student life planning are given, including those related to the expansion of the student population master file. Twenty-six appendices provide supplementary materials on these topics. (SW)

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San Diego State University

COMMISSION ON STUDENT LIFE
FINAL REPORT AND RECOMMENDATIONS

U S DEPARTMENT OF HEALTH,
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NATIONAL INSTITUTE OF
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The Commission on Student Life gratefully acknowledges its indebtedness to Dean Nowak and the Directors and staff of the Division of Student Affairs for their support, encouragement, and assistance throughout the duration of this investigation. We would also like to express our appreciation to Vice President Johnson, Academic Deans, Assistant Deans for Student Affairs, and University faculty--all of whom contributed in important ways to this project. Perhaps most importantly the Commission wishes to commend the students of San Diego State University for providing the subject matter and impetus for this study on campus life. To the many other persons who met with the Commission or its subgroups during the data gathering stage of our work, we express our sincere thanks.

This report was prepared with the able assistance of Dr. Stephen F. Barnes, and Amy Dyke, Secretary to the Commission.

San Diego State University

COMMISSION ON STUDENT LIFE: FINAL REPORT AND RECOMMENDATIONS

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O. 1977-78 Year End Report for Office of International Students
P. Imperial Valley Campus Student Profile
Q. Final Report, Imperial Valley Campus Review Committee
R. San Diego State University Clubs and Organizations
S. Summary of Student Affairs Publications
T. Final Report and Recommendations of the Ad Hoc Committee on University Policies and Procedures
U. Summary of 1977-78 Year End Report for Center for Counseling Services and Placement
V. 1977-78 Year End Report for Office of Financial Aid
W. 1977-78 Year End Report for the Student Resource and Information Center
X. Organizational Chart for San Diego State University Division of Student Affairs
Y. San Diego State University Poll, Fall 1978
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An Investment for the Future:
The Enhancement of the Quality of Student Life

The formation of a Commission on Student Life was the result of a recommendation from a self-evaluation study undertaken by the University's Division of Student Affairs. As envisioned, this Commission was to conduct a formal review and evaluation of campus programs and services which contributed to student life at San Diego State University. Accordingly, a twenty member body was constituted in the Fall of 1977. Commission members were sought and selected who were representative of campus and off-campus constituencies which have a critical interest in the educational environment at the University--students, faculty, administration, alumni, area high schools and community colleges, and campus ministries.

The establishment of this Commission on Student Life marks the first major university-wide effort to review student life issues in humanistic and holistic terms, and also represents the first major attempt at long term planning and goal-setting for the delivery of student life resources at San Diego State University. After a decade of explosive growth and expansion the campus, by nearly all accounts, is moving into a steady state phase characterized by fewer full time students and proportionately less budgetary resources for both instructional and instructionally-related areas. In order to maintain during this period the quality and rich traditions which distinguish San Diego State University, it is critically important that each of the University's administrative divisions plan more precisely than ever before the allocation of their human and budgetary resources.

Within the above context the Commission has related its work to two broad concerns: 1) are students being effectively served by the University in terms of present (and future) needs, interests, and problems, and 2) what changes should be instituted to provide exemplary academic and academically-related services at the University which will ensure an optimal quality of student life now and into the 1980s?

What follows must be considered a summary only of the Commission's extensive thought and discussion. On behalf of the Division of Student Affairs, I am most grateful for the time and effort which produced this blueprint for enhancing the quality of student life at San Diego State University.

Daniel B. Nowak
Dean of Student Affairs

Foreword

It was with considerable trepidation that the Chair and the Commission members first met on October 21, 1977 to review Dean Nowak's charge to the Commission. Two problems were uppermost in the Commission's mind: 1) how could we establish a clear direction based upon the undefined notion of "optimal quality of student life," and 2) how could we, within a period of one year, obtain sufficient information to develop sound recommendations?

On November 4, 1977 the Commission again came together to clarify the above concerns and agreed that the quality of student life as perceived and as "should be" was based soundly on the philosophy of the University. The American College Dictionary definition of quality as "a characteristic, innate or acquired which, in some particular, determines the nature and behavior of a person or thing," was accepted as a starting point.

The Commission was self-conscious of our own perceptions of what constitutes quality but we could not evade the bias and presumptions of describing quality if we wished to set our own base point from which recommendations could be made. Questions remain unanswered--do resources affect a definition of quality and, if so, how can a pure image of quality be stated "resource-free"? What is the relation of quality to values--student, faculty, administrative, and legislative? What impact can be made on students when there are so many unmanageable variables, such as legislative mandates and population changes, over which we have no control? What kinds of standards are held throughout the University to monitor quality?

The problem for the Commission was a successful passage between Scylla and Charybdis since we were neither student affairs professionals nor full time investigators. We were, however, a representative body of the University community giving unstintingly of our time in numerous late Friday afternoon meetings and regular task group sessions. We attempted to deal with an examination of student life in terms of our own expectations, student needs, and service and program effectiveness, thereby relating our final recommendations to the provision of an optimal quality of student life now and in the 1980s.

The Commissioners initially were divided into ten study groups which became involved in data collection, surveys, open forums, interviewing, departmental visitations, extensive reading of Student Affairs literature and Senate and institutional research materials,: consultations with resource persons, and conducting serious deliberations on the outcomes of their studies. The ten study groups served as the working subcommittees, reporting back to the total Commission at regular intervals during the year in information-giving, discussion, and feedback sessions.

The Commission's report has been prepared on the basis of eighteen months of work. The main recommendations and comments are found in Section III of the report, followed by supporting materials in the Appendices. It is the Commission's desire that, pending Dean Nowak's review of our findings and recommendations, the report will be available for each of the constituent groups on campus to react to and to add such comments or suggestions as they wish. (Perhaps one of our main functions will be to serve as a consciousness-raising facilitator within the University.) The Commission does not feel that they have had sufficient time to complete an exhaustive study or to take a close look at every issue or variable affecting the quality of student life on the campus. However, the recommendations advanced in this document are the result of serious inquiry, and carry a reasonable expectation that they will serve as a beginning point or tentative guide to the Division of Student Affairs in its resource planning for the 1980s.

Doris A. Meek, Chair
Commission on Student Life

Section I:

INTRODUCTION

A. Overview of the Commission on Student Life

The idea of a Commission on Student Life at San Diego State University emerged from a self-evaluation process undertaken by the Division of Student Affairs at the end of the 1976-77 academic year. At that time it was agreed upon by the Student Affairs staff that long-term planning and goal-setting needed to occur with respect to a) assessing the relative strengths and weaknesses of the Division of Student Affairs, b) evaluating critically the delivery of the Division's services to both students and the academic community, c) evaluating critically academic and non-academic programs, services, and facilities external to the Division which have an effect on the quality of student life at the campus, and d) developing a focus of student service and a professional commitment for the Division which would ensure the quality of student life at the University both now and into the next decade. It was clear that divisional self-evaluation and planning of this nature was interdependent on the mission of the University and the allocation of its finite resources, and therefore broad participation in this process, thoroughness, and vision were indicated. The concept of a Commission on Student Life promised the breadth of judgment and creativity necessary for both an assessment of the quality of student life at San Diego State University and long range planning for the Division of Student Affairs.

1. Statement and Definition of Charge

The purpose of the Commission on Student Life was to undertake, in a formal and deliberate sense, a comprehensive review and evaluation of campus programs and services which contribute to student life. As conceived, this evaluative process would culminate within a period of approximately one year in the formulation by the Commission of a series of recommendations which would ensure an optimal quality of student life at the campus as San Diego State University begins planning for the educational challenges presented by the 1980s. Specifically the charge given to the Commission on Student Life was to:

a. Examine all dynamic aspects of student life at San Diego State University in terms of expectations, needs, and program/service effectiveness;

b. Review and evaluate critically the present administrative structure, staffing patterns, budgets, operations, and program emphases of the Division of Student Affairs, along with all other University departments and programs which are involved directly with student life;

c. Relate its findings to the following two concerns:

(1) Are students being effectively served by the University in terms of present needs, interests, and problems?

(2) What changes should be instituted University-wide to provide exemplary academic and academically-related support services at San Diego State University which will ensure an optimal quality of student life both now and into the 1980s? ; and

d. Recommend affirmative steps which would improve the University's delivery of its student life resources and enhance the overall quality of student life at the campus.

2. Membership

In order to build a broad perspective into the work of the Commission, it was necessary to include individuals from the following University and University-related constituencies: students, faculty, staff (other than Student Affairs), alumni, non-University support services, State University Chancellor's Office, and Student Affairs specialists (other than the Dean and Director level). Accordingly, upon the invitation of the Dean of Student Affairs, the following individuals agreed to serve on the Commission.

Dr. Doris A. Meek, Chair	Professor, Secondary Education
Dr. Reynaldo Ayala	Professor, Geography
Dr. Allan R. Bailey	Chair, School of Accountancy
Dr. Harry Butler	Dean, School of Social Work
Dr. George Craig	Chair, Mechanical Engineering
Thomas P. D'Agostino	Director, Alumni Affairs Office
Linda Della	Student, San Diego State University
John Gaughen	Student, San Diego State University
Harvey Goodfriend	Manager, Aztec Shops
Steve Harwood	Student, San Diego State University
Ed Hoffman	Director, Wesley Foundation
Seena Hollander	President, Associated Students

Marion J. Kahn	Professor, School of Social Work
Carolyn Kessler*	Director of Business Management
Dr. Elizabeth Lynn	Professor, Psychology
Clifford Mendoza	Urban Affairs Specialist San Diego Unified School District
Dr. William H. Phillips	Professor, Physical Education
Dr. Richard Rush*	Professor, English
Dr. Marguerite Strand	Center for Counseling Services and Placement (Retired)
David R. Travis	Associate Dean for Student Affairs Office of the Chancellor The California State University and Colleges
Dr. Altha Williams	Dean of College Services San Diego City College

Administrative Support:

Dr. Stephen F. Barnes	Assistant to the Dean of Student Affairs
Amy Dyke	Commission Secretary

In addition, a number of persons provided resource assistance to the Commission. Those individuals and their specific areas of support are noted below.

Area of Study	Resource Person
Background	Dr. Robert McCornack Director of Institutional Research
	Dr. Stephen F. Barnes Assistant to the Dean of Student Affairs
Academic Environment and Student Development	Kathy Ross Assistant Director, Admissions/Records
University Life, Programs, Activities and Residential Life	Charlotte Hayes Student Affairs Advisor
University Policy	Jerry Varon Student Affairs Advisor

* Resigned

Student Affirmative Action Programs	Gonzalo Rojas Assistant Director Educational Opportunity Program
International Students and Services	Winnie Chase International Students Program
Disabled Students	Betty Bacon Disabled Students Services
General Student Services	Dr. Don Harder Ombudsman
The Student Affairs Division	Dr. Stephen F. Barnes Assistant to the Dean of Student Affairs

3. Meeting Schedule

The Commission on Student Life was formed in October 1977 and held its first meeting as a group on October 21. A total of **fourteen** meetings of the entire Commission were held, ranging in format from planning and discussions sessions to hearings and investigative interviews. In addition, Commission Study Groups, consisting of subcommittees undertaking specific areas of student life research, met frequently during the 1978 spring semester. The minutes of the full Commission meetings are reproduced in Appendix A.

4. Basic Assumptions

Several assumptions about the University, its students, the nature of the campus, and the future of postsecondary education in California contributed in a very significant fashion to the perspective assumed by the Commission on Student Life. Some of these assumptions were easily identified and therefore explicit at the outset in the work of the Commission. Others were more subtle emerging only after the Commission's research and deliberations got under way.

Stated in general terms, the qualifying assumptions of the Commission consisted of the following:

a. Through deliberate planning and careful resource allocation, San Diego State University can have a positive impact on the quality of student life on the campus.

b. The explosive enrollment growth San Diego State University experienced during the 1960s and early 1970s and the resulting form of institutional governance which emerged in response to this period of expansion have contributed directly to the decline of collegiality, humanism, and points of meaningful contact between students and the faculty on the campus.

c. Budgetary and human resources presently available to San Diego State University will become less plentiful in the future, diminishing in direct proportion to downward economic trends, predicted enrollment (full time equivalency) declines for postsecondary education in California, and limitations on government spending. Given this inevitable erosion of resources, efforts to improve the quality of student life on the campus must come through program and curricular restructuring rather than program and curricular expansion.

d. Student development--the application of human development concepts in postsecondary education settings to assist students, faculty, and staff to become more effective people, achieve self-direction, master complex tasks, and become interdependent--is the responsibility of all members of the University community, not just the Division of Student Affairs.

B. Areas of Investigation

The Commission on Student Life initially identified ten areas of study which could serve as a foundation for its investigation of the quality of student life on the campus. The identification of these study areas and the formation of committees to gather data and formulate tentative recommendations in connection with each area, was the starting point in the Commission's work. The study areas and group assignments were as follows.

1. Background	George Craig, Chair Harry Butler Seena Hollander Dave Travis

2.	Academic Environment and Student Development	Elizabeth Lynn, Chair Allan Bailey Linda Della Seena Hollander Clifford Mendoza William Phillips Altha Williams
3.	University Life, Programs, Activities and Residential Life	Ed Hoffman, Chair Harvey Goodfriend Steve Harwood Marguerite Strand
4.	University Policy	Seena Hollander, Chair Linda Della Steve Harwood Elizabeth Lynn Marguerite Strand
5.	Nontraditional Students	John Gaughen, Chair Marion Kahn
6.	Student Affirmative Action Programs	Linda Della, Chair William Phillips
7.	International Students and Services	Steve Harwood, Chair George Craig
8.	General Student Services	Harvey Goodfriend, Chair Allan Bailey John Gaughen Marguerite Strand
9.	Imperial Valley Campus	Reynaldo Ayala, Chair Doris Meek
10.	The Student Affairs Division	Allan Bailey, Chair Harry Butler Tom D'Agostino John Gaughen

10.	The Student Affairs Division (continued)	Clifford Mendoza Dave Travis Altha Williams

C. Methodology

The methodology employed by the Commission on Student Life during the course of its investigation consisted, in the broadest sense, of five steps. First, the Commission addressed the notion of "the quality of student life," and related this notion to its basic charge. Second, study areas were devised and individual Commissioners were assigned to at least two of these groups. Third, the study groups began meeting late in the fall semester of 1977, and established their own objectives and procedures for gathering information about the campus and students. Procedures included such things as literature reviews; group discussions; visitations to student services departments at the University; interviewing University officials, faculty, and students; open hearings; surveys; and other direct and anecdotal means of probing the academic community. Specific details pertaining to the data collection methods of the Commission study groups appear in Appendix B of this report. Fourth, the entire Commission met periodically during the spring semester of 1978 and fall semester of 1978 to check the progress of the study groups, share findings and problems, and focus on the process of developing recommendations. Fifth, the study groups completed their investigations and submitted their findings and tentative recommendations to the full Commission for review, revision, and final approval.

Due to both the time limitations placed on the Commission and the breadth of its charge, it was not feasible to undertake primary or original research in each of the ten study areas. Thus, whenever possible existing research, reports, and secondary resource materials were incorporated into the Commission's work.

Section II:

SAN DIEGO STATE UNIVERSITY--1979

A. Overview of the California State University and Colleges System and San Diego State University

1. The California State University and Colleges

In 1960, the Donahoe Higher Education Act brought together the individual California State Colleges as one system. In 1972 the nineteen campus system, of which San Diego State University is part, was renamed The California State University and Colleges. The primary educational function of the system is the:

> provision of instruction for undergraduate students and graduate students, through the master's degree, in the liberal arts and sciences, in applied fields and in the professions, including the teaching profession. The doctoral degree may be awarded jointly with the University of California, as provided in Section 22552, or jointly with a private institution of higher education accredited by the Western Association of Schools and Colleges and provided the proposed doctoral program is approved by the California Post Secondary Education Commission. Faculty research is authorized to the extent that it is consistent with the primary functions of the state (university and) colleges and the facilities provided for that function.
>
> [Source: California Education Code, Section 22606]

Responsibility for The California State University and Colleges is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees, in turn, appoint the Chancellor who is the chief executive officer of the system, and the Presidents who are the chief executive officers on the nineteen campuses. The Trustees, Chancellor, and the Presidents develop system-wide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The

Academic Senate of The California State University and Colleges, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

Systemwide enrollments in fall 1978 totaled approximately 306,175 students, who were taught by a faculty of 17,000. Last year the system awarded over fifty-four percent of the bachelor's degrees and thirty-four percent of the master's degrees granted in California. Almost 625,000 persons have been graduated from the nineteen campuses since 1960.

Table 1 presents a budgetary projection for the system in terms of funding sources and amounts, and average education cost per student for 1978-79 academic year.

Table 1
1978-79 Projection of Total Costs of CSUC Operation
(Final budget does not include budget reductions)

	Amount	Average Cost Per Student FTE**	%
State Appropriation/Support	705,984,302*	2978	83
State Funding/Capital Outlay***	37,090,000	156	4.5
Student Charges	63,293,629	267****	7
Federal/Financial Aid	46,910,424	198	5.5
TOTAL	$ 853,278,355	$ 3599	100

Projected Enrollment 237,080

*Budget reduction after final budget approval $18,384,800
$705,984,302 - $14,050,000 = $691,934,302

**For budgetary purposes full time equivalent (FTE) translates total head count into total student load. The term assumes that a full time student is enrolled for 15 units of academic credit. Some students enroll for more than fifteen units and some enroll for fewer than fifteen.

***The system's wide range of facilities and equipment on the nineteen campuses is currently valued at approximately $14 billion, excluding the cost of land. Amortized over a 40 year period they are valued at $154 per FTE student.

****The average costs paid by a student include the student services fee, college union fee, student body fee, and the nonresident tuition. This amount is derived by taking the total of all student fees and dividing by the total full time equivalent student enrollment. Individual students may pay more or less than $267 depending on whether they are part time, full time, resident or nonresident students.

2. San Diego State University

San Diego State University is a publicly supported institution of higher learning which, since its founding in 1897, has been dedicated to the service of men and women in the pursuit of their educational goals. The southernmost link of the California State University and Colleges system, the University offers postbaccalaureate study and research in a wide variety of professional and graduate programs leading to credentials, master's, and doctoral degrees.

During the last six years, enrollment at the University has averaged approximately 30,000 students, making the institution one of the largest on the West Coast; this figure includes undergraduates and graduates at both the main campus and Imperial Valley campus. Table 2 presents a breakdown of student enrollment for the entire University for the 1977-78 and 1978-79 academic years. The San Diego campus accounts for ten percent of the total enrollment of The California State University and Colleges system.

Table 2

SDSU STUDENT ENROLLMENT
BY LEVEL
(1977-1979)

Enrollment by Level	Fall 77	Spring 78	Fall 78	Spring 79
Freshman	4,131	2,915	4,787	3,433
Sophomore	3,754	3,502	3,753	3,938
Junior	7,355	7,250	7,072	6,672
Senior	8,081	8,781	7,900	8,468
Graduate	7,118	7,087	6,801	6,698
Undergraduate	23,321	22,448	23,512	22,511
Lower Division	7,885	6,417	8,540	7,371
Upper Division	15,436	16,031	14,972	15,140
All Levels	30,439	29,535	30,313	29,209

The University is organized into four administrative divisions--Academic Affairs, Business Affairs, Student Affairs, and University Affairs--which assist the President in the governance of the institution. An organizational chart for the institution appears in Appendix C.

During the current fiscal year the University was allocated $72, 624, 602 for the operation of the campus and its programs. Table 3 summarizes both the source of these funds and their disbursement by administrative division.

Table 3

1978-79 PROJECTION OF TOTAL COSTS OF SDSU CAMPUS OPERATION

Funding Source	Amount*
State Appropriation (Support)	58,458,124
State Funding (Capital Outlay)	1,848,500
Student Charges	6,453,194
Federal (Financial Aid)	3,864,772
Independent Operations	2,000,012
TOTAL	$72,624,602

Program Expenditures (Excludes Capital Outlay)	
Instruction	40,111,519
Academic Support (Library, TV Services, Computer Support, Imperial Valley Campus, Joint Doctoral, MSW)	7,877,904
Student Services (Including Financial Aid Grants and Loans, and Work/Study Funds)	8,293,364
Institutional Support (Executive Management, Financial Operations, Admissions and Records, Personnel, Logistical Services, Physical Plant, Community Relations, Faculty and Staff Services)	12,099,397
Public Service-ETV	393,906
Independent Operations	2,000,012
TOTAL	$70,776,102

* Figures include final budget plus budgeted reductions. FTE payback requirement of $204,781 not included.

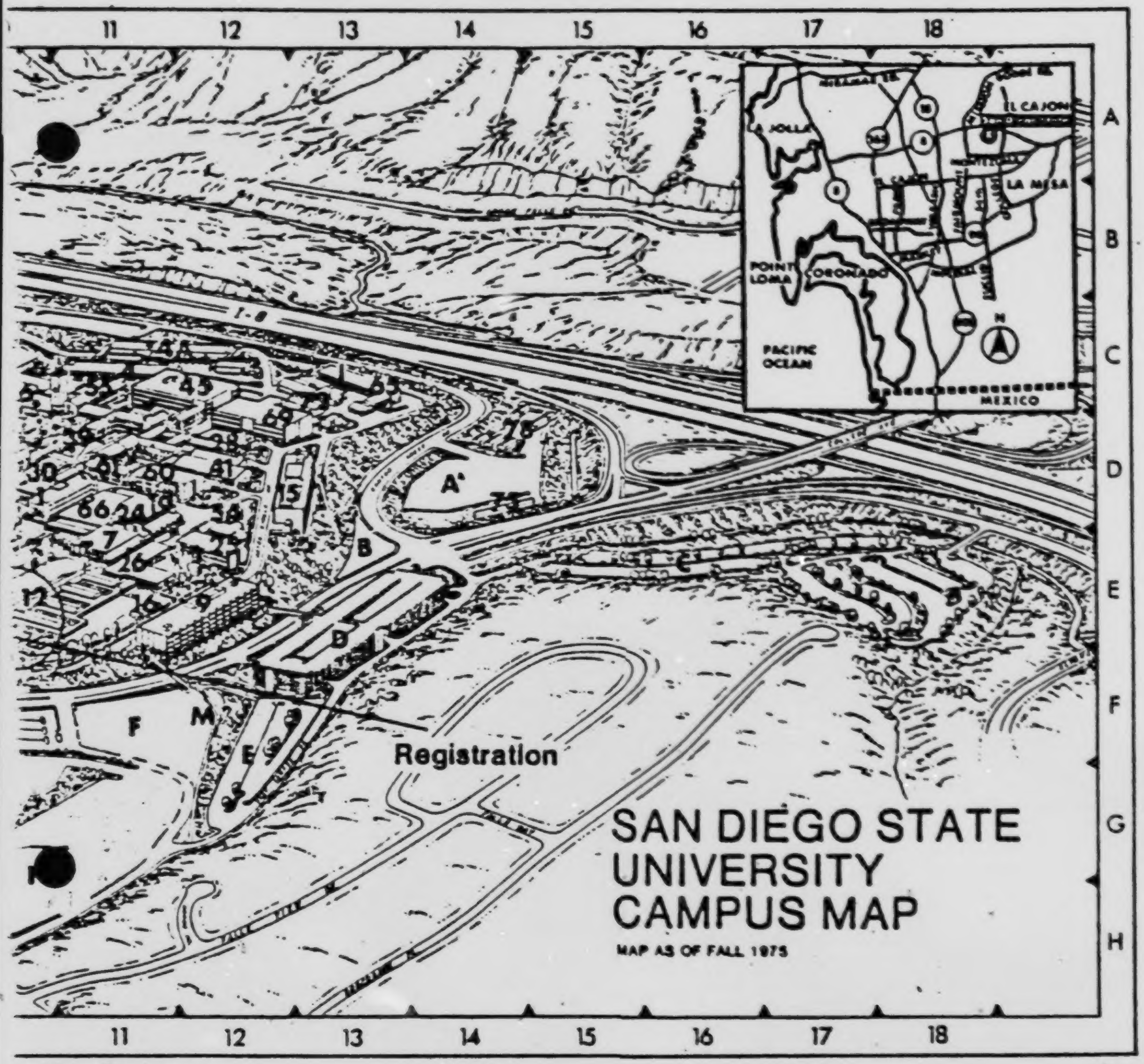
a. Main University Campus

The main campus is situated near the eastern boundary of San Diego on a mesa overlooking Mission Valley, the site of the first mission founded in California by Father Junipero Serra. Greater San Diego is a large metropolitan area located in an ideal climate well suited to academic and cultural pursuits. Three other institutions of higher learning, as well as the famous San Diego Zoo, the Old Globe Theatre, the Fine Arts Gallery, the Timken Gallery, and the Museum of Natural History are within easy driving distance of the campus. The San Diego Stadium, Sports Arena, a number of fine beaches and the nearby Laguna Mountains and desert provide ample opportunity for recreational activities.

The faculty of the University is made up of over 1,400 scholars and teachers who are distinguished members of their professions coming from over 100 colleges and universities in the United States or abroad. Committed to good teaching, they are also engaged in research, scholarship and professional activities, which is necessary in maintaining a stimulating and exciting academic climate for graduate and undergraduate education.

The degree of intellectual leadership which the University plays in higher education has been recognized by a number of learned societies which are located on campus, including the Phi Beta Kappa and Phi Kappa Phi honor societies. The University is fully accredited by the Western Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, the California State Board of Education, and is approved by the Veterans Administration for the education and training of veterans. The master's degree programs in Business Administration are accredited by the American Association of Collegiate Schools of Business. The Department of Chemistry is on the approved list of the American Chemical Society, thereby enabling qualified students to receive the Certificate of the American Chemical Society. The Department of Music is a member of the National Association of Schools of Music. Public Administration and Urban Studies is a member of the National Association of Schools of Public Affairs and Administration. The College of Engineering is accredited in the fields of aerospace, civil, electrical and electronic, and mechanical engineering by the Engineer's Council for Professional Development. The Master of Social Work degree is accredited by the Council of Social Work Education. San Diego State University also has memberships in the Western Association of Graduate Schools and the Council of Graduate Schools in the United States. The bachelor's degree is offered in 72 areas, the master's degree in 52 areas, and the Ph. D. in three areas.

A three-dimensional map of the main University campus appears on the following pages.



SAN DIEGO STATE UNIVERSITY CAMPUS MAP

MAP AS OF FALL 1975

60.	Physics	D-11
61.	Physics-Astronomy	D-11
62.	Physical Education	D-4,5
63.	P.E. Fields (PG 600-620)	D-2
64.	P.E. Tennis Courts (PG 640-650)	D-2
65.	Physical Plant	C-13
66.	Residence Commons Cafeteria	D-11
67.	Residence Halls	
	Tarastec, Toltec & Zapotec	C-2
	Maya, Olmeca & Zura	G-8
68.	Seabury Hall (College Avenue 5194)	F-8
69.	School of Engineering	D-12
70.	School of Literature (Hardy 5715)	F-6
71.	Scripps Cottage and Park	D-8,9
72.	Shipping and Receiving	C-13
73.	Smith Field (PG 630)	D-3
74.	Social Science	C-9
75.	Soulé Building	D-14
76.	Speech Arts/ KPBS-FM Studio	D-9
77.	Sportsman Field (PG 500 & 510)	E-2
78.	T-Buildings 1-13, 47 & 48	D-14,15
79.	Terry Pool	D-3
80.	Veteran's Affairs (Hardy 5525)	E-3
81.	West Commons Cafeteria	D-8
82.	Women's Gymnasium	D-7,8
	Women's Playfield — Tennis Courts (WG 700-730)	E-6

FRATERNITIES

84.	Alpha Tau Omega	F-4
85.	Delta Chi	F-6
86.	Delta Sigma Phi	E-4
87.	Delta Upsilon	E-4
88.	Kappa Sigma	H-9
89.	Lambda Chi Alpha	F-5
90.	Pi Kappa Alpha	E-6
91.	Sigma Alpha Epsilon	H-5
92.	Sigma Chi	H-6
93.	Sigma Nu	H-9
94.	Sigma Phi Epsilon	E-6
95.	Tau Kappa Epsilon	H-5
96.	Theta Chi	E-6

SORORITIES

97.	Alpha Chi Omega	G-5
98.	Alpha Gamma Delta	F-4
99.	Alpha Phi	H-7
100.	Chi Omega	G-6
101.	Gamma Phi Beta	H-8
102.	Kappa Alpha Theta	F-4
103.	Kappa Delta	H-6
104.	Pi Beta Phi	G-5
105.	Sigma Kappa	G-5

*Under Construction

PARKING AREAS

B, C, E, H, U, V, X — Student Parking
I, J, N, Y — Faculty/ Staff Parking
A, D, F, K, L, W — Student and Faculty/ Staff Parking
G, R, S, T — Dormitory Student Parking
M — Two-wheeled Motor Vehicles
F, L, I Annex — Visitors Parking/ Metered Areas Only
Z — Visitors Parking

b. Imperial Valley Campus

The Imperial Valley Campus is a division of San Diego State University. As such, it is fully accredited. Operating as a separate campus, its primary function is to provide upper division and graduate collegiate instruction for the desert area of Southeastern California.

The campus is located at Seventh Street and Heber Avenue in Calexico, adjacent to Rockwood Plaza, a park near the center of the city. The buildings on the campus are of early Spanish style architecture, complementing the area geography which is within walking distance of Mexicali, Baja California, Mexico, a city of approximately 500, 000 population. The campus is 120 miles east of San Diego via U.S. Interstate Highway 8.

The program at the campus is an integral part of San Diego State University and is under the general jurisdiction of the Vice President for Academic Affairs. The curriculum includes the recommended upper division and postgraduate program of courses leading to a bachelor's degree and/or the California Teaching Credentials. In addition to its regular program, the campus assists in the administration of extension courses for the area.

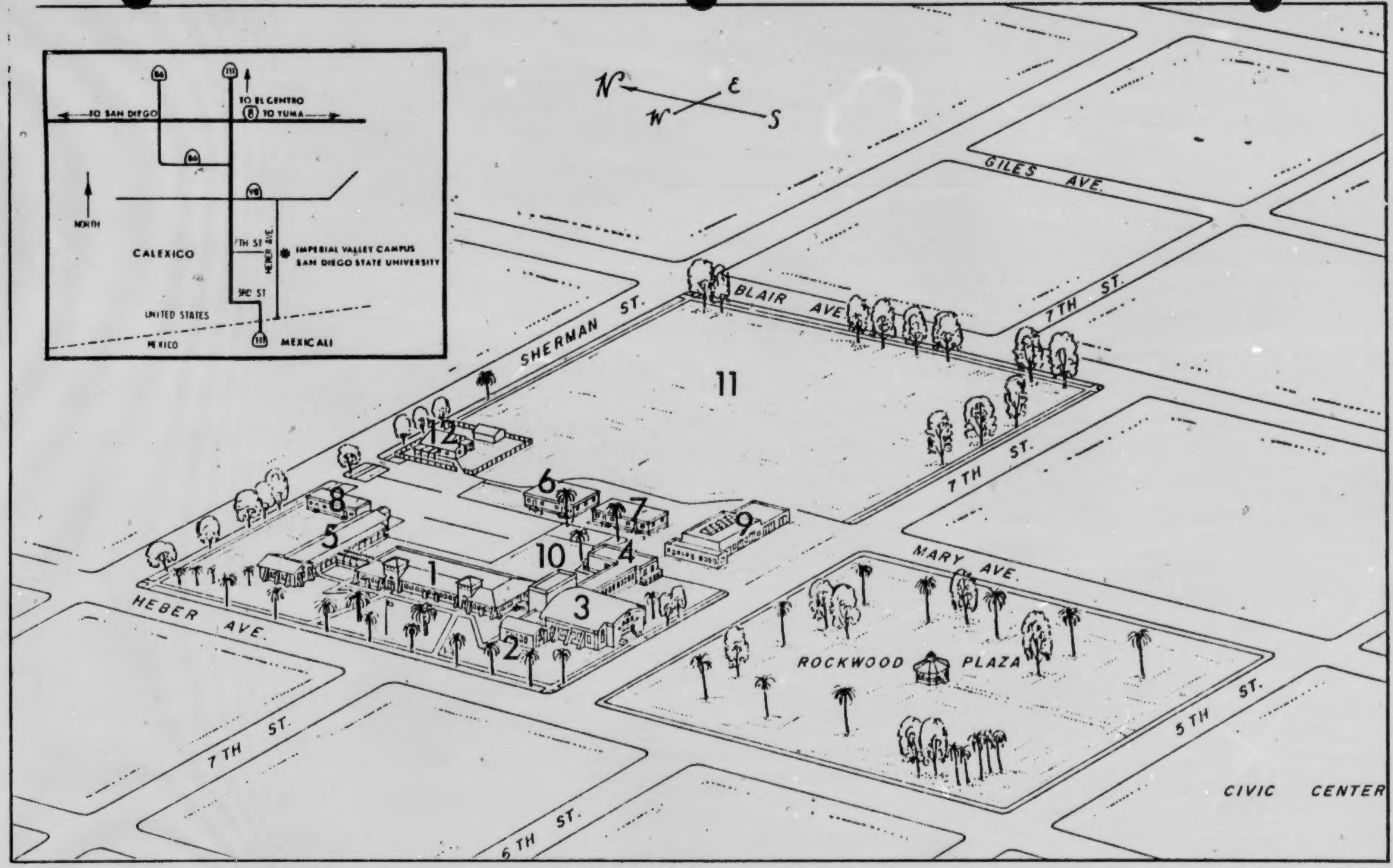
A major function of this campus is to foster better understanding and relations between Mexico and the United States. Since the campus is located within walking distance of the Mexican metropolis of Mexicali, the student has a unique opportunity frequently to visit a foreign country and enjoy its educational, cultural, and recreational attractions. Mexicali is linked by highway, bus, trains and airplane to the rich cultural heritage of Hermosillo, Guaymas, Mazatlan, Guadalajara, and Mexico City.

The climate of Imperial Valley is dry and mild most of the college school year, with recreation opportunities in the nearby Salton Sea, Gulf of California, and Colorado River. Desert recreation, hiking, and golfing are available.

Serving at the Imperial Valley campus are full-time resident faculty in the areas of anthropology, art, criminal justice administration, drama, economics, education, English, geography, history, mathematics, Mexican-American studies, music, philosophy, political science, psychology, sociology, and Spanish. More than eighty percent of the full-time faculty possess the doctoral degree. Part-time faculty, selected from outstanding professionals of Imperial Valley, augment the instructional programs of the Imperial Valley Campus.

Since the student-faculty ratio is low, personal student counseling can be provided. Each student is assigned a faculty adviser.

A three-dimensional map of the Imperial Valley Campus follows.


86
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TO YUMA
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98
NORTH
CALEXICO
7TH ST
HEBER AVE.
IMPERIAL VALLEY CAMPUS
SAN DIEGO STATE UNIVERSITY
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BLAIR AVE.
SHERMAN ST.
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2
7TH ST.
MARY AVE.
HEBER AVE.
ROCKWOOD PLAZA
5TH ST.
7TH ST.
6TH ST.
CIVIC CENTER

MAP OF IMPERIAL VALLEY CAMPUS

LEGEND

1. Central Classroom Building
2. Music Department
3. Auditorium
4. Library
5. Art and Language Department
6. Administration Building
7. Faculty Offices
8. Faculty Offices
9. Shipping, Receiving, and Shops
10. Outdoor Theatre
11. Recreation Field
12. Student Union

B. San Diego State University Students: A Profile

Between 1964 and 1974 San Diego State University experienced rapid growth in a number of significant ways--increasing numbers of students elected to attend the campus, new campus facilities were constructed in response to student and faculty needs, and the University's curricula and academic disciplines were expanded greatly. It was a period during which a) student enrollment doubled from 15,000 to 30,000 students, b) the institution changed from residential to essentially commuter status, and c) the accessibility of the campus to minority and disadvantaged persons and veterans increased dramatically. These indices of change and the resulting student diversity are very much in evidence in 1979.

Although it is difficult and perhaps a bit misleading to describe San Diego State University in terms of the "typical" student, a profile of the student body today is informative and helps convey the character of the campus. In this section of the report, a brief profile of undergraduate and graduate students is presented. A complete statistical profile of the student body can be found in Appendix D.

The average undergraduate at San Diego State University is equally likely to be either male or female. Beyond that, the typical student is generally Caucasian and about twenty-two years of age (three out of four undergraduates are twenty-one years of age or older), employed part time, a resident of California and probably a resident of San Diego also, and a junior or senior enrolled in twelve units, carrying a grade point average of about 2.8 (on a scale of 4.0), and majoring in one of the disciplines in Professional Studies, Arts and Letters, or Sciences. There currently are 23,512 undergraduate students at San Diego State University, about seventy percent of whom fall between the ages of eighteen and twenty-four.

The typical graduate student may be either male or female, about twenty-six or twenty-seven years of age, a resident of San Diego, enrolled in approximately seven units and carrying a grade point average of 3.4 (on a scale of 4.0), employed full or part time, and majoring in Education or one of the disciplines in Professional Studies, Arts and Letters, Business Administration, or Sciences. There are currently 6,801 graduate students at San Diego State University, about seventy percent of whom fall between the ages of twenty-four to thirty-four.

At a more general level, forty percent of the University's 29,209 students were enrolled part time in fall 1978. It is known that a large proportion of SDSU students also are employeed in excess of 20 hours per week, many are married, and most (80 percent) live beyond a three-mile radius of the campus and therefore commute to the University.

In their aggregate these student population characteristics create a climate on the campus that sets San Diego State apart from other colleges and universities in the region. These same characteristics, which clearly portray the diversity of the student body, create a complex series of problems and challenges for the delivery of educational and student support services.

C. The Delivery of Student Support Services at San Diego State University

Primary responsibility for the delivery of student support services at San Diego State University, or educational-related services as they are sometimes called, rests with the Division of Student Affairs. The Division consists of the Dean of Student Affairs, Dr. Daniel B. Nowak, his central office staff, and thirteen service-oriented departments. The departments are the Student Resource and Information Center (student information and activities, orientation), Housing and Residential Life (residence halls, off-campus housing information, coordination of fraternities and sororities), Educational Opportunity Program and Minority Affairs (outreach, recruitment, and retention of minority and disadvantaged students), Admissions and Records (new and continuing student admission and registration), Financial Aid (federal and state financial aid programs, scholarships), School Relations (high school and community college relations, student outreach and recruitment), Counseling Services and Placement (academic and personal counseling, career planning, placement services), International Students (general assistance and counseling for foreign students), Disabled Student Services (general assistance and counseling for students with physical disabilities), Judicial Procedures (student discipline), Veterans Affairs (general assistance and counseling for U.S. veterans), and Ombudsman (student grievances and legal advice). The Division of Student Affairs employs 270 professional and administrative-support personnel, and approximately 231 student assistants.

In addition to the Division of Student Affairs, other academic and administrative units within the University (Associated Students, Aztec Shops, Cooperative Campus Ministries, and the Campus Y) provide significant and valuable support services to SDSU students. What follows is a brief survey of these programs and services

Each of the University's ten academic colleges (including the Imperial Valley campus) has designated an Assistant Dean for Student Affairs. This "Student Dean" model, developed in 1974, represents a joint funding and coordinating relationship between the Divisions of Academic Affairs and Student Affairs. The Assistant Deans provide administrative support to respective Academic Deans, department chairs, and faculty by coordinating academic advising and special learning programs, student organizations, and social events for students. Additionally, they act as liaison officers with the Office of Admissions and

Records by offering appropriate followup for newly admitted students with declared majors.

Academic advising, in support of the instructional mission of the University, is available to students through many sources. The Office of Undergraduate Studies coordinates general education requirements, academic advising, innovative and special education, advanced placement, Honors Program, competency testing, study skills programs, and some liberal studies majors. Through this office, the University Advising Center has been established to assist the academic decision-making of students without declared majors. The Study Skills Center, through a variety of short courses and services, assists students in upgrading their academic techniques in such areas as reading, general study habits, spelling, vocabulary, and technical and research paper writing.

The Associated Students of San Diego State University is a nonprofit auxiliary corporation with a yearly operating budget of 2.4 million dollars and total fixed assets of eight million dollars. The organization, chiefly through the Associated Students Executive Offices, Associated Students Council, and Associated Students Boards, is involved to a significant degree in student activities programming, cultural arts programming, recreation, legal services for students, support of student clubs and organizations, and general institutional policy-making. The organization collects and then allocates a student activities and student union fee in support of these programs and services, the Crafts Center, Aztec Center (student union), and Mission Bay Aquatic Center, a water sport recreational facility.

Aztec Shops, Limited, is a nonprofit auxiliary corporation of the University which operates campus food services and the bookstore at the main and Imperial Valley campuses.

The Cooperative Campus Ministries, composed of the Campus Y; Lutheran Campus Center; Catholic Newman Center; Intersection House; Wesley Foundation; Episcopal Campus Ministry; Baptist Student Union; Jewish Campus Center; and Church of Jesus Christ of Latter Day Saints; are religious and quasi-religious organizations operating on the periphery of the campus. Collectively, the Cooperative Campus Ministries provide off-campus educational experiences, crisis intervention, values clarification, community life, and religious counseling to San Diego State University students, faculty, and staff.

Fourteen social fraternities and ten sororities are affiliated with the campus and, in conjunction with the Office of Housing and Residential Life, offer alternative "live-in" housing to about six hundred students. These traditional living organizations add immeasureably to the campus climate through social activities and community service projects.

Over two hundred and fifty honorary and special interest clubs and organizations have on-campus status. These present a wide range of activity options to San Diego State University students, faculty, and staff.

In view of the above diversity of programs and services, student life at San Diego State University must be perceived as a function of numerous factors, including the academic curricula and quality of the faculty, characteristics and size of the student body, nature and quality of student support services both on and off campus, and the attributes of the greater San Diego community. A systematic assessment of the quality of student life likewise must be cognizant of these overlapping factors. It was from this starting point that the Commission began its inquiry into campus student life.

Section III:

FINDINGS AND RECOMMENDATIONS

A. Campus Information Needs for Student Life Planning

Recommendations

** The Campus Information Systems Office of Institutional Research should be provided with the necessary resources and support to expand its master file to include additional demographic information about the San Diego State University student population.

** The Commission strongly recommends that the Division of Student Affairs develop and implement a reliable means for assessing student interests, opinions, and needs as a basis for divisional planning and program resource allocation. This type of information would also be of general interest to the entire University community, and most certainly to the Associated Students, Senate and Division of Academic Affairs in their policy deliberations and/or yearly budget allocation processes.

The primary goals of the Background Study Group was to research the characteristics of former and current University students. The collection of these data were aided greatly by the ongoing efforts of the Campus Information Systems Office of Institutional Research. Under the direction of Dr. Robert McCornack, the office has developed an extensive student master file which forms the basis for the yearly statistical Student Profile (see Appendix D) and occasional reports about general student characteristics, such as age, grades, and residency status. Thus, the Background Study Group took up the question of what additional data sources about students would be important and necessary for both short-term and long-term student life planning at the University.

1. Background and Comments

The necessary availability of reliable information about students in the academic and student life planning process hardly requires elucidation. It is a given within the context of an academic community, particularly at a large and complex institution like San Diego State University. The debatable issues, then, are what kinds of information should the University collect and store about its students, and how should this data collection process be structured?

With reference to the substantive question, it seems clear that the University should collect whatever data elements that would be useful and meaningful to faculty and administrative officials charged with the responsibility of student life planning of both an academic and academically-related nature. In addition to the elements currently in the student master file, the Background Study Group determined that information of two kinds is needed. First, greater breadth of student demographic factors would enhance campus understanding of the macro-characteristics of San Diego State University's student population. These factors, based on the present inquiry, are student socio-economic status, high school academic standing, ethnic group affiliation by major and home town, financial aid need and utilization, academic and career goals, employment status, and participation in certain campus activities. Second, information about student interests and needs, and opinions about select topics of relatively high valence to the University community are critically needed. At the present time there is little or no systematic effort to generate these kinds of data. However, the Division of Student Affairs has under active consideration a proposal for developing a polling technique, similar to the Nielson television preference surveys, which would permit the collection of accurate and timely student opinions and attitudes. This idea holds considerable promise.

With reference to the procedural question, a careful review of the yearly statistical Student Profile indicates that some student demographic characteristics are relatively stable from year to year. Given such stability, it may not be necessary for the Office of Institutional Research to collect the entire range of desirable demographic data elements every semester. Perhaps certain elements which proved to be highly stable could be collected every other year, or every third year either during registration or through a well-planned survey mailed to every Nth student.

The collection procedure for student opinions and attitudes probably can best be facilitated through questionnaire surveys or polls initiated on an ad hoc basis. As a campus issue presents itself or in response to a divisional needs assessment inquiry, survey or polling instruments could be tailor-made to fit their occasion.

2. Problem Areas

Too often efforts to assess student interests and needs at the University have relied largely upon intuitive impressions, casual observations, hearsay, biased samples, and other highly selective sources of information. With the character of our student population undergoing measurable change in response to the economy and public sentiment about the value of higher education, a strong case can be made for the systematic gathering of relevant and reliable information about students. Ideally, such information, if made available in a usable form and on a timely basis, would enable the University to (a) be more responsive internally to the needs of students and (b) anticipate trends and problems before they become unmanageable.

More specifically, the purpose of systematic student opinion research should be:

a. To inform the members of the University community about student attitudes concerning issues and problems which are either internal to the University or external to the University but important to the University and its members;

b. To provide an additional means of communication for students to convey their opinions and positions on important University problems and policies;

c. To enable persons who formulate University policy to be as well informed as possible about the thinking and points of view of the people whose actions they affect by their policies;

d. To allow for expression of campus opinion on the issues of our time without requiring the University itself to take an official stand--an act that might be considered inappropriate to those within and without the University; and

e. To replace the random "project approach" to data acquisition with a coordinated and regularized approach that is designed to both acquire and distribute necessary data.

Resource Person: Dr. Robert McCornack, Director of
Institutional Research

B. Academic Environment

The Academic Environment and Student Development Study Group took two steps in delimiting its research topic. First, it focused on Academic Environment, and second, it selected five areas as having major impact on the academic aspect of student life. The five areas selected for consideration were: Orientation, Registration, Academic Advising, Faculty/Student Relations, and Relations with High Schools and Community Colleges.

The neglect of Student Development may be attributed to the amorphism of the phrase at the time this work was begun. As part of its continuing self-evaluation and program planning, the Division of Student Affairs should give particular attention to such neglected topics as counseling, placement and student employment, and other training offerings. Consideration should also be given to the effectiveness of these programs and their relationship to similar offerings available through various academic units and campus-related groups.

1. Orientation

Recommendations

** The Commission recommends that a comprehensive orientation program be developed which provides for a common core of experiences for new students, while also providing for focus on the special needs of such groups as Educational Opportunity Program students, those with special disabilities, and older students. This comprehensive plan should incorporate the introduction to the major as well as participation by the Study Skills Center.

** Orientation activities should be provided during the registration period, or even into the first week of school, to encourage participation by those who cannot or do not attend the various summer orientation activities.

** Greater faculty participation should be encouraged. An expanded introduction to the major might include small groups of students having an opportunity to discuss the program with two or three faculty members.

** An effort should be made to distribute the introductions to various majors over several days to facilitate exploration of various alternatives by the students while limiting the time commitment for faculty members to a reasonable level.

Recommendations (cont'd.)

** The Commission recommends that efforts continue to educate all segments of the University community to the existence and value of orientation programs. Students must be encouraged to take advantage of the introduction to the major. Faculty must be encouraged to participate in the orientation process. The administration must be encouraged to provide University-wide support for these important programs.

a. Background and Comments

An orientation program may have any of several goals: to ease the transition from the academic regime of high school or community college to that of a university through instruction in the use of the library, study skills, sample lectures, and other academic services; to assist new students in selecting courses appropriate to a degree objective through information on registration procedures, academic advising, career counseling, and information on the various majors; to assist new students in making non-academic adjustments to their new lifestyle through information on housing, financial aid, transportation, and career planning; and to facilitate integration of new students into the University community through information on Associated Students, Aztec Center services, recreational activities and facilities, clubs and organizations, and cultural arts programs.

Orientation is presently divided into two areas, New Student Orientation and Educational Opportunity Program Orientation (see Appendix E for related information).

(1) New Student Orientation. New Student Orientation is under the direction of the Student Resource and Information Center. Approximately thirty to forty percent of all new students entering San Diego State University participate in this program. In its evolution, orientation has generated several subprograms, such as Freshman and Transfer One-Day Programs, Multi-Day Programs, and Parents' Programs.

A day of orientation includes information on such things as peer counseling, general campus information, a mock registration process, campus tours and slide presentations, academic advising by the Undergraduate Division and

Assistant Deans for Student Affairs, and afternoon components offering each student a choice of mini-workshops covering information in such areas as library utilization, Financial Aid, Housing, and Aztec Center services.

The cost of the program totals approximately $60,000 with $17,000 contributed by the Division of Student Affairs. To make up the balance it is necessary to charge each student attending orientation a modest registration fee. The support of the Assistant Deans at the Orientation Programs has been a valuable asset and resource in serving as a link between the Academic Affairs and Student Affairs programs.

The feasibility of offering programs with specific dates for each college is under consideration by the Coordinator of New Student Programs.

(2) Educational Opportunity Program Orientation. In the past almost all of the 532 entering Educational Opportunity Program students have participated in a separate one-day orientation program. An EOP orientation day includes a discussion with the Assistant Deans, slide show on registration, campus tour, and academic advising from peer counselors. The program involves some coordination with the Study Skills Center.

Previously the program has been held the day prior to the EOP preregistration date. The EOP Orientation Director has indicated that a possible change in the program is under consideration. The basis of the program would remain the same, with the change consisting of a move from one large program to several smaller ones, serving about fifty students at one time. The EOP staff is exploring further the possibility of conducting an outreach program in which they would take an orientation program to the students in other localities such as Los Angeles.

It is the opinion of the EOP Orientation Director that the EOP Orientation and New Student Orientation programs should remain separate to provide the EOP students with an opportunity for cultural exchange. However, the Study Group believes the usual interpretation of cultural exchange would call for some merging of the two programs.

b. Problem Areas

(1) A concept of orientation has been developed at San Diego State University which is excellent, but also expensive in terms of time and money. By its very nature the program cannot reach every incoming student, although orientation information is mailed to all incoming students. Orientation almost seems to be viewed by the University community as an entity, rather than as a process. In addition to seeking wider personal and financial support for the present programs, and working with academic departments and colleges to improve the introduction to the major, consideration should be given to extending orientation activities into the first few weeks of classes. This is certainly a period of orientation for new students. One aspect of the current pre-entry orientation that could be so extended is the small personalized group. A Big Brother/Big Sister program might be developed in which an upper division student, faculty member, or staff member, takes on a few new students and guides them through registration and the first few weeks of school.

(2) Orientation can be interpreted as an education for an educational life, which would indicate the necessity for educators to be the integral part of such programs. Currently, little faculty participation is apparent. The Assistant Deans for Student Affairs serve as the major academic link with New Student Orientation. The faculty usually are involved in an introduction to the major session, separate from orientation, providing students with information specific to the possible academic majors. However, student participation in this program has been low. Apart from an optional workshop on the Library, and some coordination between the Study Skills Center and Educational Opportunity Program Orientation, there appears to be no orientation to the academic side of University life. Thus, the transition to the University may be aggravated in some cases: an interpreter for the deaf from the Disabled Student Services Office reported that test anxiety, to an acute degree, is common among deaf students who tend to come from sheltered educational environments, and yet these individuals are told neither that it is to be expected nor that the University provides help in dealing with the problem. However, any student, traditional or nontraditional, may be expected to encounter new and difficult academic experiences, and the faculty should be involved in this aspect of orientation.

(3) Presently, the two orientation programs are run separately with some overlap of effort. The combination of these two would provide a monetary saving as well as raise the effectiveness and consistency of information flow to incoming students. It may also be assumed that if faculty participation is to be encouraged, then program dates should be consolidated as much as possible. The desire to provide cultural experiences for Educational Opportunity Program students seems to be reasonable, however, and it should be feasible to combine these efforts into a component or subprogram of the general New Student Orientation Program.

(4) The two orientation programs are conducted and funded by the Division of Student Affairs, with University-wide fiscal support. The program must pay for use of facilities, housing, food, and accounting costs. Many other campuses enjoy considerably more institutional support for their orientation programs, reducing or eliminating the extra expenses incurred by participating students. San Diego State University must recognize the importance of orientation in improving student morale and performance, and thereby potentially enhancing student recruitment and retention.

Resource Persons: Salvador Flor, Tutorial Coordinator-Educational Opportunity Program/Minority Affairs; Donna Sandoval, Coordinator of New Student Programs

2. Registration

Recommendations

** The Commission recommends that the Student Affairs Division facilitate the effective presentation of the student viewpoint in the overall registration procedure, including course offerings and class schedules. It should keep, and be kept, apprised of prospective policy and procedure changes so that the student viewpoint can be obtained and transmitted early enough in the decision-making process to make this input meaningful. At issue here is building equity, reasonableness, timeliness, adequate course availability, and humanism, as defined by San Diego State University students, into the registration process.

** The Commission recommends that classboards and registration workers use course and section numbers instead of or in addition to course serial numbers, in order to establish some common basis for communication between student and worker.

a. Background and Comments

There have been no less than six reports prepared in the past two years in connection with the problems and issues of the student registration process. These six reports identified four basic issues related to registration (see Appendix F):

(1) The physical process (computer assisted registration)
(2) Pre-registration privileges
(3) Registration order
(4) Consumer reactions

In the registration area, the Student Affairs Division is greatly influenced by the goals and objectives of other divisions (particularly Academic Affairs and specific academic units). This interaction naturally creates a conflict among the diverse and multiple objectives.

Since the Student Affairs Division generally acts as an advocate for the student viewpoint, its focus in this area should be on the effective presentation of the student viewpoint. It should be acknowledged, of course, that the ultimate processes and policies arising within the University community will reflect a compromise between competing goals and interests.

The role of the Student Affairs Division in facilitating student input in the registration process or related policies should concentrate on developing a system that best matches student demand with class availability. Since this impacts directly on the class scheduling done by academic departments, there must be an early and effective methodology developed by the Student Affairs Division to open the channels of communication with academic units during the eventual implementation of computer assisted registration, or registration by mail.

In the matter of registration priorities (including pre-registration), the Student Affairs Division should be prepared to facilitate student input early in the decision-making process related to these issues. A methodology must be developed to monitor prospective policy changes in a timely fashion so that student input will be meaningful. This will also increase the participation of students in institutional governance.

It is probably fair to say that current registration practices reflect an attitude that procedures have been designed for administrative rather than user convenience. For example, the classboards used during registration list course serial numbers only, and all business on the registration floor is conducted in serial number language. Students must translate a course title into a prefix and a three-digit number and then into a serial number. As courses close, the serial numbers are obliterated on the classboards. When a number is blocked out then it must be deciphered in order to determine how the student's tentative schedule is affected. A substitute course is then encrypted as a modified schedule is formulated. The encrypt/decrypt process must be done numerous times before a final schedule can be achieved. In fact, it is frequently done at the check-out counter when a student is informed that serial 1234 is closed and asked to provide a substitute. English 100 or Biology 100 at 0800 or Drama 105 at any hour are not understandable replies. While this system may be convenient for the registration worker and the computer, it does not appear to serve any other segment of the University. It produces confusion and frustration for the registering student, lengthens the time required for registering, and thus leads to more confusion as additional students flood into the registration area, and ultimately requires faculty and staff time to straighten out problems caused when the student misreads a serial number, thereby attending one course while registered in another.

Resource Persons: Alvord G. Branan, Acting Dean of Undergraduate Division; W. Alma Marosz, Assistant to the President; Frank A. Medeiros, Director of Admissions and Records; Kathleen Ross, Scholarship Advisor.

3. Academic Advising

Recommendations

** The Commission recommends that the Undergraduate Division continue its efforts to coordinate academic advising activities in the University Advising Center and the Academic Colleges, including the dissemination of information, and receive, consider, and respond to the many thoughtful proposals that have been drawn up by various individuals and institutional committees for a systematic procedure to ensure that every student is adequately advised in developing a coherent academic program, whether or not advising is voluntarily sought by the student (see Appendix G).

** The Commission recommends that the Assistant Deans for Student Affairs and the Undergraduate Division work more closely together and with the units under their supervision to define the various roles in advising. The students are not well served by parochialism within and competition between academic advisors. Advisors should be helped to recognize limitations

Recommendations (cont'd.)

in their own expertise as well as the competency of others. It is necessary to avoid segmentation of service that sends the student from one place to another.

-- General Advising functions dealing with such questions as general academic procedures and early program planning for undeclared majors, should be concentrated in the University Advising Center. Whenever possible, undeclared majors should be referred for advising to the Assistant Dean in the Academic College in which the student expects to declare a major.

-- The Assistant Deans for Student Affairs should be supported by their respective Academic Deans on the utilization and training of faculty members for academic advising.

-- The Center for Counseling Services and Placement should not offer academic advising except as an incidental to counseling. For purposes of counseling, it should work with the various academic departments which have developed or are developing career information for their majors, and refer students to appropriate academic advisors for selected majors.

-- A trained evaluator should be available to the University Advising Center, and in any case in which the student is advised that a transferred course is acceptable for a degree program, this assessment should be formalized and binding.

** The Commission recommends that students be strongly encouraged or required to obtain thorough advising before entering a new major. Every effort should be made to ensure that this represents a considered choice as opposed to simply change of direction. The Undergraduate Dean should institute a thorough review of the introduction to the major for new and transfer students, including its purpose, form, and timing.

a. Background and Comments

Academic advising for undergraduates is the joint responsibility of the Divisions of Academic Affairs and Student Affairs, and is carried out both formally and informally by a number of different administrative and academic units. Many of these units fall within the Division of Student Affairs. The principle sources of academic advising are the University Advising

Center for undeclared majors and new or potential students, and the Assistant Deans for Student Affairs in the Academic Colleges for declared majors. Advising is also offered in the Center for Counseling Services and Placement, Disabled Student Services, International Students Office, Office of Educational Opportunity Program and Minority Affairs, and Veterans Affairs Office, as well as in the individual academic departments.

Advising is done by faculty, administrators, counselors, and peer advisors (students). The basic information on academic regulations, special programs, and requirements for the various degrees and majors is contained in the catalogs and the Senate policy file. In addition, the Division of Undergraduate Studies has established a file of Academic Advisories which is intended to clarify institutional policy on these topics and to provide continuously updated statements, although it appears that most individuals and offices regularly involved in advising place somewhat greater reliance on their own file of information developed through direct experience.

b. Problem Areas

(1) Diversity of definitions and sources of academic advising. For those students seeking advising, there are too many possible sources of assistance. Students seeing more than one advisor are almost certain, except in clear-cut cases, to receive conflicting advice. The term "advising" at San Diego State University covers such things as registration advising, planning an academic program for a specific degree objective, and career planning. An advisor with one academic orientation is likely to give advice which would differ from that given by an advisor with a differing orientation. Moreover, San Diego State University students are not always in a position to evaluate either the orientation or the expertise of the advisors. In particular, faculty who are not conversant with changing academic requirements may give advice based on limited or outdated information. For most students, the first person to see their entire academic program is the staff member who evaluates their transcripts for graduation. Obviously, this is much too late in the student's degree cycle to evaluate an academic program and identify, as is frequently the case, problems that may delay graduation. For many students, the next person to see their transcripts is the person responsible for screening applicants for employment, training, or graduate school, which is an unsatisfactory time to determine the courses which should have been taken in college.

(2) Change of major. It is possible for a student to enter the University without declaring a major, to change from undeclared to declared status, and to change from one major to another. It is not possible to change from a declared major to undeclared status. Therefore, a student wishing to abandon an academic major must pick another program of study in order to do so. If this is done without sufficient planning, the student may change from major to major without meeting degree requirements, or perhaps stay with one major that will allow the student to graduate, even though it might not be an academic program of first choice.

(3) Transfer students. Transfer students have the special problem of course equivalencies. Where the question deals with preparation for the major or with a course prerequisite, there is a need for immediate information, which is generally not available from the Evaluations Department within the Office of Admissions and Records. Consequently, advisors are sometimes placed in the position of having to make an educated guess, which may or may not be in accordance with the subsequent pre-graduation evaluation.

Resource Persons: Carl F. Emerich, Associate Dean of Student Affairs; Celia Marshak, Assistant Dean for Student Affairs in the College of Sciences; Henry E. McAdams, Director of the University Advising Center.

4. Faculty/Student Relations

Recommendations

** The Commission recommends that the Division of Academic Affairs and Student Affairs develop a demonstration grant proposal for the Fund for the Improvement of Postsecondary Education, Department of Health, Education, and Welfare, to assist in designing a series of programs for enhancing the quantity and quality of faculty/student contacts.

Recommendations (cont'd.)

** The Commission recommends that the Associated Students be encouraged to allocate funds to grassroots councils in the academic colleges to be used, exclusively, for the initiation of small faculty/student programs of both an academic and non-academic nature.

** The Commission recommends that the rights and responsibilities of both students and faculty be clearly defined and distributed throughout the campus community. These rights and responsibilities should also be incorporated into the New Student Orientation Program.

a. Background and Comments

In his new book, Four Critical Years, Alexander Astin presents the findings of a longitudinal study on the impact of college experiences on students. Based on responses from over 200,000 students between 1961 and 1974, the study documents the nature and extent of student change that is attributable to the effects of college as opposed to maturation and other extraneous factors. While the data indicated that differential change is evident in students based on such characteristics as sex, race, ability, age, degree of involvement in college life, academic achievement, major field of study, and institutional type (selectivity, size, control, sex, level, and location), perhaps the most interesting finding from the standpoint of academic environment had to do with general student involvement in college life. Astin's research determined that

> Student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other involvement or, indeed, any other student or institutional characteristic. Students who interact frequently with faculty are more satisfied with all aspects of their institutional experience, including student friendships, variety of courses, intellectual environment, and even administration of the institution. Finding ways to encourage greater personal contact between faculty and students might increase students' satisfaction with their college experiences.
>
> [Astin, 1977, p. 223]

While all four of the University's divisions have some responsibility for faculty/student relations, only one area, Student Affairs, seems to assume any active role in this arena. This may be due to the fact that in Student Affairs there are departments that have formal though indirect charges for faculty/student relations. These units are the Student Resource and Information Center, Judicial Coordinator's Office, Ombudsman's Office, International Students, Disabled Student Services, and Educational Opportunity Program and Minority Affairs.

Academic Affairs on the surface does not allocate significant staff time or resources in support of faculty/student relations beyond limited academic advising and "the curriculum and education" of the students, which is determined by the faculty. Business Affairs and University Affairs would appear to be even further removed from the function of faculty/student relations.

By and large, the role of the University in the area of faculty/student relations is generally one of benign neglect, except for those Student Affairs programs noted above. The professor in the classroom evaluates and, in turn, is evaluated by the student. Occasionally there are informal meetings between students and faculty over coffee. Some classes and levels of instruction, however, provide for better understanding between students and faculty; for instance, laboratories, special educational projects, and graduate thesis work. And there is always the possibility of students and faculty getting to know each other better by having similar interests. Chance meetings through clubs and activities such as Aztec Dive Club, Skiing Club, MEChA, and intramural sports are possible. But, these are really a matter of chance; which club, which class, which student, and which professor determine the extent of the interaction.

When the total University is viewed, it is clear that there are few, if any, active programs that are designed exclusively to further faculty/student relations, other than those which occur spontaneously.

b. Problem Areas

(1) There is an opportunity at the University for select faculty and students to meet by being on committees that are sponsored by the Associated Students, the Senate, and the four divisions. It is important to note that this kind of interaction does occur on a very limited basis. Relatedly, in the Senate as well as on all Senate committees, students are vastly outnumbered. When issues they support are defeated, it leaves the impression that the faculty do not listen to student concerns. This disregards the fact that in many instances a large number of faculty vote with students on the issues. It is suggested, however, that both faculty and students stop, look, and listen to one another in that forum.

(2) In the classroom faculty are in a position of power, since generally the impact of a student's grade is greater than the impact of a faculty evaluation. In some cases, there is an undercurrent of conspiracy operating between students and faculty members to make things easier for each other, although this does not uniformly work to the advantage of all students. For example, students and faculty agreeing that a final exam is to be held on the last day of class, rather than on the last day of a two week final exam period, may be more convenient but is not consistent with University policy. Scheduling final exams early may also pose difficulties both by disrupting the normal academic calendar and pressuring other faculty to schedule their exams early.

Such problems are recurrent since the faculty, by and large, are constants within the academic community. To make things easier on the ever-changing student body, and to prevent repetition of these problems, the students need to be apprised of their rights and responsibilities and of the faculty members' rights and responsibilities in the courses taught at San Diego State University

(3) The resources of the University have not been fully utilized to optimize the potential for informal faculty/student interaction in professional organizations sponsored by academic departments or disciplines. These

organizations only occasionally make use of the intramural program and other campus recreational opportunities.

Resource Person: Dr. Don Harder, University Ombudsman

5. Relations with High Schools and Community Colleges

Recommendations

** The Commission recommends that University freshmen, around the time of matriculation, undergo an academic needs assessment. The results of this evaluation would assist the University by providing empirical data upon which to review academic policies, thus better meeting student needs. In addition, this information, when shared with the sending high schools, would assist the secondary school systems in better preparing their students for higher education.

** The Commission recommends increasing the number of formal contacts made with secondary school students who indicate interest in attending San Diego State University. The parents of these potential San Diego State University students should also be contacted early in the recruitment process since they can provide the necessary motivation for postsecondary education and assist their son or daughter in the selection of an appropriate college or university.

** The Commission recommends that the Division of Student Affairs, through the School Relations Office and Assistant Deans for Student Affairs, encourage the establishment of lines of communication with community colleges and high schools in the region. In addition, high school counselors should be invited to the campus on several special days each year to meet with their respective former students. This would result in a firsthand academic needs assessment which, ideally, would have important implications for the high school and community college instructional programs as well as academic planning within the University.

** The Commission notes that the Dean of the Undergraduate Division has responsibility for promoting the articulation of academic programs between San Diego State University, the community colleges and the high schools. It is recommended that this responsibility be broadened to include acquiring appropriate articulation information for each of the community colleges within California which send large numbers of students to the University.

a. Background and Comments

The transition to a postsecondary education can be facilitated or impeded by what the student knows or believes about college life in general, and the particular institution specifically, and by the student's general motivational level. A number of steps are now taken to provide accurate information about San Diego State University to high school and community college counselors, and in some cases, directly to prospective students.

University advisors identify students in the San Diego City Schools who have indicated San Diego State University as their campus of choice on the Career Planning Inventory. This may be done in grades eight, ten, or twelve. The information flow about the opportunities and general student life here can and should begin as soon as a prospective student has been so identified.

Some Academic Colleges and departments have established procedures for making contacts with faculty, advisors, and prospective students in local high schools and community colleges. However, this seems to be an individual matter, neither directed, managed, nor strongly encouraged by the University administration. It might be noted that, in general, the colleges with the most active programs are also the ones most impacted in terms of student demand. The Commission is supportive of these contact efforts and urges their coordination and support by the School Relations Office in the Division of Student Affairs.

Resource Persons: Joseph Gasperetti, School Relations Officer; Charles Gawle, Coordinator of In-School Counseling, San Diego City Schools; Celia Marshak, Assistant Dean for Student Affairs in the College of Sciences; Earl Peisner, Director of School Relations; Penny L. Wright, Assistant Dean for Student Affairs in the College of Business Administration.

C. Nontraditional Students and Their Service Needs

The Nontraditional Students Study Group was formed out of the recognition of significant demographic changes that have occurred within the University's student population during the past few years. The focus of this Study Group was to a) define and identify the nontraditional student population and their unique needs, b) determine whether the University is adequately assisting these students in terms of institutional policies and procedures, and the delivery of student life resources. Areas addressed in the course of this inquiry included older and part-time students, graduate students (including post-baccalaureate students who are not formally involved in a graduate degree program), transfer students, commuter students, disabled students, and minority and disadvantaged students.

For purposes of this report "nontraditional student" means those students who are older, working, or attending college on a part-time basis, and those who must commute to the campus. This student classification frequently includes persons with health or physical impairments, and persons with minority or disadvantaged backgrounds.

Recommendations

** The Commission strongly recommends that San Diego State University expend far greater effort and resources in understanding and responding to the demographic shifts among postsecondary education students in California, particularly those students electing to attend this institution. This effort should include both a more precise identification of the characteristics of the University's undergraduate and graduate populations and a more incisive understanding of their educational and educationally-related needs (see Recommendations related to Campus Information Needs for Student Life Planning). Ultimately, this should result in the development of an institutional mission statement that indicates the University educational responsibility as a major, regional center for higher education.

** It is recommended by the Commission that the Divisions of Academic Affairs and Student Affairs jointly establish and staff an Office for Nontraditional Students that will have as its charge the development or coordination of the following:

-- A Commuter Student Outreach Program that will attempt to increase the quality of the educational experience of nontraditional students through educational and cultural programming in their residential communities, with special attention to minority communities;

-- The development of a commuter student resource center that ties into the University of Maryland Clearinghouse for Commuter Information;

-- A study of the etiology and reduction of stress placed on the families of working parents who attend college on a part-time basis;

-- A specially designed curricula package for students on a protracted degree cycle that emphasizes connections between bodies of knowledge rather than the traditional separation of academic disciplines, that captures both the cognitive and affective aspects of human development, and that ensures a liberal arts foundation regardless of the students' area of academic focus;

-- The design of short (half-day) intensive workshops for faculty and part-time students that focus on skills building such as written and oral expression, problem-solving, research methodologies, computer applications, etc.;

-- A strategy for more efficient use of classroom and library space, given a substantial nontraditional student body;

-- Policy and procedural incentives for part-time study; and

-- A full array of courses and services for evening students.

** Based on available evidence, including demonstrable educational needs which exist within the University's service area, the Commission believes the immediate expansion or creation of satellite educational programs making greater use of modern technology (e.g., instructional television, library cassette tape centers, newspaper courses) in east county, north county, and south county should be a high institutional priority.

1. Background and Comments

By nearly all informed accounts, postsecondary education enrollment patterns have undergone dramatic change in the last decade. Where the composition of the collegiate population was previously dominated by white, middle class youth, today the student population is becoming increasingly diversified in terms of age, sex, race, and ethnic origin. Where attending college was previously a full-time, residential endeavor, today more than forty percent of all students enrolled in degree-granting institutions are attending on a part-time, non-residential basis. Where students previously tended both to initiate and complete their baccalaureate studies at one institution, today students are much more mobile, attending on the average 3.2 different institutions before completing their baccalaureate degrees. Recent statistics also reveal that increasingly students are attending larger colleges and universities which, typically, are part of public multi-campus educational systems.

Given this profile of the collegiate population, perhaps one of the greatest challenges facing the postsecondary education enterprise in the next decade will be the development of effective strategies for educating "nontraditional" students--those persons who are older, working, attending college on a part-time basis, and who must commute to the campus.

This challenge takes on both importance and urgency when it is realized that a) the relative proportion of nontraditional to traditional students will continue to increase in the years ahead, and b) the student-teacher relationship, undergraduate curricula, and provision of "educationally-related services" (cultural and performing arts, student activity programming, counseling, student housing, career planning and placement, financial aid, health care, and educational opportunity services) were originally developed largely on the assumption that students would fall between the ages of seventeen and twenty-three, would attend college on a full-time basis, would live in close priximity to the college campus (radius less than or equal to three miles), and would complete their degree programs within a reasonably short time frame. The statistical profile of the nontraditional student which is emerging seriously challenges the validity of these assumptions.

The emergence of the nontraditional student is very much in evidence at the large, urban universities in Southern California. At San Diego State University, for example, forty percent of our 30,000 member student body are part-time students with a median age of 27.38. It is known that a large share of these students are employed in excess of twenty hours per week, many are married, and most live outside the immediate campus area (greater than three mile radius).

It is known further that attending college entails financial, personal, and in certain cases, family sacrifices for the nontraditional student. Moreover, the structure and incentives within the collegiate environment typically frustrate, if not discourage, these individuals from pursuing courses of study on a part-time basis. These hindrances in turn place significant stress upon the older, working students who are forced to commute long distances between home and campus. It is perhaps for these reasons, and the lack of well-defined student support/retention services, that the attrition rate among this population is so abnormally high.

In one measure, the vitality of large, four-year colleges and universities, particularly those located in urban areas, will depend on their ability to respond in innovative ways to the educational needs of heterogeneousstudent groups. A dominant issue in the 1980s for these same institutions will be understanding the nontraditional student and appropriately reflecting that understanding through the redesign of undergraduate curricula, the renegotiation of the student-faculty relationship, and the redesign of delivery systems for educationally-related support services.

Of the various forms of higher education in California, the community colleges have been the most progressive in addressing these issues and attempting to meet the needs of this new student population. Easy entrance and exit, modified counseling and student services, flexible hours, broad curriculum options, off-campus or satellite programs and course offerings have been popular initiatives. The dramatic rise in student enrollment at the community college level is perhaps an indication of their relative success in serving nontraditional students. Four-year institutions have been much more reluctant to recognize these demographic changes, and have responded slowly, if at all.

2. Older and Part-Time Students

Of the 30,000 students who attend San Diego State University, at least forty percent, or 11,000, attend on a part-time basis due to such factors as employment and family commitments. Nearly 10,000 students fall between the ages of twenty-five and thirty-five; over 4,000 students are over thirty years of age; and 1,700 students are over forty years of age.

Recommendations

** Current University procedures pertaining to application time periods and leaves of absence should be relaxed to encourage greater part-time study.

Recommendations

** Academic course offerings and degree requirements should be reviewed and, where necessary, restructured to eliminate hindrances to part-time study. If, for some reason, this is not feasible for certain majors, students should be informed of this potential problem at the earliest possible date by an academic advisor or the major department. Ideally, this kind of consumer information should be readily available in campus publications.

During the last two years the Center for Counseling Services and Placement has begun a modest Midlife Reentry Program for older students. The response to the program has been extremely positive, suggesting the merits of developing additional resources for this area. Moreover, reentry and part-time students have expressed the need for classes, academic advising, and student support services at more convenient hours, particularly in the evenings and on weekends. Relatedly, part-time students often find difficulty in completing their degree programs on schedule because they discover too late that prerequisites or required courses are not always available at convenient times.

Resource Persons: Mary Pat Gannon, Midlife Reentry Program; Dr. Marvalene Styles, Director of the Center for Counseling Services and Placement; Drs. Morton and Marjorie Shaevitz, University of California, San Diego; Interviews with older and part-time students.

3. Graduate and Post-Baccalaureate Students

San Diego State University enrolls approximately 7,000 graduate students each semester; 2,000 of these or nearly thirty percent are without declared majors and do not necessarily have as a goal the completion of a graduate degree. Some of these students, for example, are interested in taking only the courses requisite for a credential or certificate. Others are attempting to update their knowledge in a specific discipline. Still others are sampling courses, faculty, and degree requirements as a preface to undertaking serious graduate study. This population of students has been designated by the Commission as post-baccalaureate students to distinguish them from traditional graduate students.

The fundamental question raised by the Study Group was whether graduate and post-baccalaureate students as distinguishable groups have unique and unmet academic, social, and administrative needs.

Recommendations

** The Graduate Division should review current procedures for processing graduate applications for admission. It is recommended by the Commission that a greater effort needs to be made in processing these applications promptly and then notifying the applicants of either their acceptance or any problems forestalling admission.

** The Commission recommends that a streamlined admissions procedure be developed for post-baccalaureate students as a means of stimulating this level of continuing education; the present system serves to encourage post-baccalaureate students to enroll elsewhere.

** The Division of Student Affairs is encouraged by the Commission to explore the feasibility and general interest in developing out-of-classroom programs for enhancing graduate and post-baccalaureate student identity and sense of community.

** The Academic Colleges and departments should formally recognize the importance and vitality of graduate student advising and uniformly assign instructional release time for this function.

Limited evidence made available to the Study Group, primarily through interviewing students and faculty, suggested that graduate and post-baccalaureate students at San Diego State University lack a sense of distinctiveness, identity, or community. This phenomenon may be attributable to the typical coursework pattern followed by these students: part-time study, much of which involves undergraduate courses, general absence of small graduate seminars, absence of a graduate milieu or ambience that characterizes universities with doctoral programs, limited numbers of fellowships and scholarships for graduate work, and absence of teaching assistant tuition waiver benefits at the University. Despite this lack of community among graduate students, the Study Group noted no clear sense of whether this deficiency was also an impediment to the quality of graduate education.

Graduate academic advising at the department level has been described as uneven, fragmented, and even unavailable. Some faculty have suggested that this situation could be altered if Academic Affairs and the Graduate Division developed greater clarity regarding the nature and scope of faculty responsibility in this area, and then granted release time from instructional duties to carry out the advising responsibility. For part-time graduate and post-baccalaureate students, as with evening students, accessibility to advisors and departmental staff has become a problem throughout the University.

Among the fifty academic departments granting graduate degrees there is considerable variation in terms of philosophy of graduate education. Some academic departments offer virtually no evening courses and effectively curtail part-time study; others seem to offer an abundance of part-time course work (e.g., eighty percent of the graduate students enrolled in the College of Business Administration attend part-time). Are these differing patterns of study sufficiently communicated to students? Should there be more of a balance between part-time and full-time study? This area requires careful study, and future explorations into the quality of graduate and post-baccalaureate student life should be aware of the current diversity in graduate education patterns at San Diego State University.

Resource Persons: Dr. Alan Sparks, Associate Dean of the Graduate Division; Dr. William Barber, Associate Dean of the College of Business Administration; Interviews with graduate students and faculty with graduate teaching assignments.

4. Handicapped and Health-Impaired Students

During the 1977-78 academic year Disabled Student Services, a program component in the Division of Student Affairs, provided support services--counseling, orientation, registration, parking, transportation, housing, referral services, special equipment, adapted physical education, social/recreational activities--to 432 students, 60 faculty or staff, and 85 potential students with visual, hearing, or mobility impairments (see Appendix H for additional details). The precise number of handicapped students enrolling at the University is not known because some students choose not to be identified by their disability while others are disabled for only a temporary period. What is clear, however, is that the relative number of disabled students seeking special services has grown each year, and this population can be expected to continue to increase as the University improves its ability to respond to the unique needs of these students.

A major development in this area last year was the implementation of Section 504 of the Rehabilitation Act of 1973 by the U. S. Department of Health, Education, and Welfare. The implications of this legislation for both handicapped citizens and colleges and universities are substantial. The law, taking effect June 3, 1977, prohibits discrimination in federally assisted programs in hiring, enrolling, or providing services to mentally and physically handicapped persons. Parallel in many respects to Title IX and Title VI of the Civil Rights Act of 1964, Section 504 required San Diego State University to a) adopt grievance procedures for handicapped persons, b) insure that new campus construction is free of structural barriers, c) provide auxiliary educational aids, as appropriate, for handicapped persons, and d) modify institutional facilities, employment practices, admissions and recruitment, treatment of students, academic course offerings, financial assistance, physical education and athletic programs, and guidance or placement services to the extent that these programs or services have a disproportionate, adverse effect on handicapped persons or any class of handicapped persons.

In order to assess the institution's level of compliance with this law and to initiate corrective action where necessary, a 504 Compliance Task Force was established. The task force spent approximately a year reviewing the University's programs, activities, and general treatment of students, and then developed a series of action recommendations which have been or are in the process of being implemented (see Appendix I).

In view of the recent and detailed examination of the status of handicapped students at San Diego State University by the 504 Compliance Task Force, the Nontraditional Student Study Group did not feel the necessity of replicating this thorough institutional self-evaluation. However, information which was provided to the Study Group during its investigatory phase suggested that there are large numbers of students who withdraw from the University each semester for health-related reasons. If this is the case, it must be asked how many students there are who fall into this category, and how and why these individuals are too ill or disabled to retain their student status? Might their departure from the campus be avoided through the provision of certain services? These questions warrant further investigation.

Clearly, there seems to be a campus need for assessing the health of all San Diego State University students in some systematic fashion, perhaps through a needs assessment survey. At the same time, the University can and should define more precisely its responsibilities in the student health care area. Some of the issues requiring consideration are a) the relationship and funding of "basic" versus "augmented" health services, b) current policy of treating only acute illness, c) current limitation of health services to normal working hours only and the lack of such services in the evenings, on weekends, and during the summer session, d) lack of adequate student health insurance coverage, and e) current limitation on health education and health outreach programs (see Appendix J).

Resource Persons: Dr. David Bearman, Director of Student Health Services; Elizabeth Bacon, Coordinator of Disabled Student Services; Dr. Jane Sprague, Affirmative Action Coordinator; Dave Travis, CSUC Associate Dean of Student Affairs; Interviews with students.

5. Problem Areas

a. Recruitment and Admission

Areas of population maintenance and growth for the University appear to lie with groups not traditionally a part of higher education: older students, minorities, disadvantaged persons, and handicapped persons. To attract these students, the University must not wait for them to discover the campus; instead, the Division of Student Affairs should actively recruit these populations and reduce, as much as possible, the barriers inhibiting their participation in academic life.

Older students generally attend colleges within fifty miles of their homes. Restricted by family, occupational, and residential ties, they tend to migrate to the local institutions. Thus, one option for San Diego State University is that of moving toward more of a community-based educational model. Additionally, students are combining work with study. With this in mind, the University should consider satellite operations in north, south, and east county. Care should be taken to ensure that programs on the main campus do not suffer from such initiations and that the Imperial Valley Campus not be reduced while other satellite operations are pursued. Additionally, there are numerous options besides the establishment of learning sites with physical campuses. Modern technology provides the capability for instructional television, library cassette centers, conference call interviews and discussion, newspaper courses, and so on.

Finally, an additional problem has emerged for incoming graduate students. Applications for admission are handled by both Admissions and Records and the Graduate Division Office. Frequently records have not been forwarded from one office to another and final clearance of graduate student admissions has thus been delayed. In some instances, graduate students are not fully cleared for admittance until after registration has begun and, occasionally until after it is over.

b. Academic Transferability

Two areas of concern, one current and one potential, emerge in the area of academic transfer to San Diego State University. The first is the rejection by certain departments of the transferability of equivalent courses. For example, Chemistry 200 and Math 119, 120, 121, 140, 141, and 150, have, as prerequisites, the option of completing a given course at San Diego State University, but a number of veterans have completed such a course at community colleges. While the units and grade points are accepted by the University, the academic departments generally are less accepting. Thus, in some cases, students are forced to repeat the course. Second, the impact of the new human experience curriculum package should be reviewed periodically. By shifting the emphasis from lower to upper division courses, this package may adversely affect transfer students, both in terms of the acceptance of certificates of completion in the future and the deferral of normal lower division course work to the upper division years.

c. Registration

The proposal for computer-assisted registration for San Diego State University brings mixed benefits to the nontraditional student. For evening students, it eliminates the difficulty of arriving on campus to register during the day, but at the same time, nontraditional students are often most in need of academic advising and career counseling. On-campus registration, in theory, facilitates this time of advising and counseling. The major problems of registration for nontraditional students do not involve the system itself, which is in fact quite efficient, but the lack of cooperation from academic and administrative areas in terms of advising, counseling, and general orientation to the campus.

Employees on the fee waiver program also face difficulties in attempting to register for classes. They may only register for classes after registration has ended. They are limited to the precise course listed on their program sheet approved by Personnel. Any deviation must be approved by one person, who is frequently inaccessible during the late registration period. Thus, the employee must compete with "crashers" for classes which are still open.

Finally, the recently adopted Senate resolution to grant freshman priority registration is somewhat of an enigma and probably counterproductive. Clearly, the Senate was attempting to encourage admissions of newly graduated high school students who attend college on a full-time residential basis. While this view may have pedagogical advantages, it is also inconsistent with the present and future role of the University as a part-time, commuter institution. Future admissions growth will most certainly consist of older, part-time students.

Recommendations

** Admissions and Records should extend the evening registration hours to 7:00 p.m. during arena registration.

** Admissions and Records and Personnel are urged to improve the registration procedures for fee waiver program students, to include their possible registration during the normal registration period and the prior approval of a list of acceptable classes.

** The University Advising Center should have clearly identified personnel both outside and inside registration.

** The Vice President for Academic Affairs is strongly encouraged to issue a directive to all academic departments to remain open with academic advisors available during all hours of the registration period.

d. Academic Course Offerings

The current program of academic course offerings for evening students is extremely limited. Table 4 (see Appendix K) details the lack of adequate course offerings for evening students. This situation hinders the evening student in terms of progressing through an academic program at a reasonable pace. Furthermore, within a major one has little choice over which courses to take because so few are offered. Finally, many majors are simply closed to evening students because their offerings are so few or non-existent or because major requirements are never offered in the evenings.

Evening enrollments at San Diego State have increasingly grown. Table 5 (see Appendix K) notes the clear success of evening programs at local community colleges. Additional evening and weekend offerings would better utilize the institution's facilities, aid part-time and evening students, and give all students a greater variety of courses and time options from which to choose.

e. Delivery of Student Services

Given a changing student profile, the delivery of student services will need some modification. First, hours of operation should be reviewed and possibly extended to include evening students. All major offices should be open until 7:00 p.m. on Mondays and Thursdays. Some Offices are now open until 6:00 p.m., but even this is not sufficient time to accommodate students attending evenings and who must commute to the campus after work. Tied to this move should be the standardization of hours among departments within the Division of Student Affairs. Differing hours of operation are confusing to student users and create problems with staff morale.

D. Student Affirmative Action

The basic charge of the Affirmative Action Study Group was to evaluate San Diego State University's affirmative action program, particularly as it applies to the quality of student life for individuals from ethnic and disadvantaged backgrounds.

Recommendations

** The Commission has determined that there is an immediate need to improve the institution's affirmative action performance. Accordingly, it is recommended that the position of Affirmative Action Coordinator at San Diego State University be increased to full time. Sufficient support staff for the Affirmative Action Office is also lacking, and this oversight warrants the immediate attention of the University.

** Out of consideration of the priority the California State Legislature has placed on student affirmative action (ACR 151), the Commission recommends that the position of Student Affirmative Action Coordinator, with dual reporting responsibilities to the Dean of Student Affairs and Affirmative Action Coordinator, should be established. The function of this position would be to address and overcome, by 1985, ethnic, economic, and sexual underrepresentation in San Diego State University's student population when compared to the general ethnic, economic, and sexual composition of recent high school graduates in the University's service area.

** The Commission urges the President of the University to secure greater minority representation in the executive decision-making process--Cabinet, Council of Deans, Faculty Senate Executive Committee, and key campus boards and committees such as the Affirmative Action Advisory Committee and the Student Grievance Committee.

1. Background and Comments

In a democratic society it is fundamental that all citizens have an equal opportunity to develop their potential. No less of a standard should apply to higher education. It is clear that The California State University and Colleges, and San Diego State University, have seriously underestimated in the past the complexity and magnitude of the task of creating genuine equal educational opportunity. In California approximately one-third of the population is Mexican-American and a substantial minority are Black. And yet those groups and others--Native Americans, Orientals, and handicapped persons--make up only a tiny fraction of the student population both systemwide and at San Diego State. Significant disparity also exists in the distribution of men and women in certain academic disciplines.

Just recently The California State University and Colleges completed a systemwide plan for student affirmative action (see Appendix H). As a first step in the plan the nineteen campuses are being asked to prepare a service area profile based on such data as a) socio-economic level of the service area population, b) proportion of ethnic and disadvantaged students currently enrolled on campus in comparison to group composition in the service area, c) proportion of high school students in the service area whose families are receiving welfare assistance, d) performance levels of elementary and secondary students in the service area on standardized achievement tests, and e) proportion of limited or non-English speaking 12th grade students in the service area. The collection of these kinds of demographic data necessarily must precede outreach, recruitment, and retention efforts (see Recommendations related to Campus Information Needs for Student Life Planning). Following the collection of these data, campuses will proceed to develop comprehensive five-year plans for overcoming underrepresentation. In general, the Affirmative Action Study Group was in concurrence with the systemwide Student Affirmative Action plan, but notes that the absence of a full-time Affirmative Action Coordinator and lack of sufficient resources in support of this functional area have decelerated general affirmative action and student affirmative action activities at San Diego State University. Continued failure to correct this situation, regardless of the elegance of the University's affirmative action policies, or the sincerity of its commitment, will most certainly perpetuate the under-representation of women, ethnic groups, and disadvantaged persons at the campus.

It is valuable to note how far the campus has come in terms of implementing affirmative action policies. In compliance with systemwide, state, and federal regulations, the University has instituted the required self-evaluations and procedural reviews, and has developed an affirmative action policy that is in harmony with the educational mission of the institution. However, little has been done to develop an institutional apperception of and disposition for affirmative action. Efforts to eliminate overt and covert bias, prejudice, or favoritism in such areas as instruction, student support services, and employment have been, by and large, piecemeal and disconnected.

2. Overview of Student Affirmative Action Programs at San Diego State University

The objective of student affirmative action is to bring into higher education members of socio-economic, ethnic, and disadvantaged groups in reasonable proportion to their distribution in the general population. The concept of student affirmative action also includes the provision of student life resources to aid the adjustment of these "nontraditional students" (see also Section C above, Nontraditional Students and their Service Needs) to the rigors of the academic milieu and to assist their intellectual and social growth and general academic achievement.

A brief description of existing student affirmative action programs at San Diego State University is presented below. The first part of this overview focuses on programs which are administered by or in collaboration with the Division of Student Affairs. The second part involves a summary of student affirmative action programs which have been developed by the Academic Colleges within the University. To some extent this expository dichotomy is misleading since it implies a divided student affirmative action effort along academic and non-academic lines. This is not really the case at San Diego State. Many of the student affirmative action programs cut across several academic disciplines; other programs are generally designed to attract and prepare nontraditional students for academic entry. Some of the programs noted here rely on one another for support, assistance, and to a limited extent, resource sharing.

a. Student Affirmative Action Programs Administered by the Division of Student Affairs

A wide range of outreach and student support programs for nontraditional students and women are administered by or in collaboration with the Division of Student Affairs. Community outreach activities, for example, are conducted by the Educational Opportunity Program (EOP), School Relations Office, Help Center, Veterans Affairs Office, and Center for Counseling Services and Placement. Outreach activities encompass the University's entire service area, both San Diego and Imperial Counties, and include the following outreach techniques: high school/community college visitations, distribution of publications and newsletters and other media formats, personal interviews and follow-up letters, telephone contacts, public speaking, home visits, and programming and referral collaboration with existing community agencies. All outreach programs attempt to utilize, as appropriate, bilingual personnel or professionals who have demonstrable sensitivity to the culture of the target area. The Veterans Affairs Program stations minority staff members in minority neighborhoods as peer counselors. EOP uses both bilingual staff members and bilingual publications in its recruitment activities in predominantly Mexican-American communities. The utilization of minorities and women in these sensitive outreach roles is considered essential.

It is important to emphasize here that the University's student outreach programs are not confined to traditional age groups or standard community contact points. Potential students of all ages are being identified and contacted. For example, a black member of the Center for Counseling Services and Placement recently presented a program to an elementary school on the employment advantages of a college education; such programs are frequently presented to students at the junior high school level. Points of contact with the community include other educational institutions, minority neighborhoods, community role models who match the ethnicity of the target population, community organizations and service groups, and other public agencies.

Under the general category of student support programs, the Division of Student Affairs is involved in the administration or sponsorship of programs which have as their objective the provision of on-campus services designed to facilitate transition of nontraditional students and women to academic life and enhance their academic success. These programs include general university orientation, academic tutoring, student peer academic advising, learning skills seminars, group and individual counseling of a personal nature, career counseling and job placement assistance, cultural events, and a host of student organizations of special interest to nontraditional students and women. The generous support and commitment of the Associated Students to these programs should be acknowledged. For instance, the Associated Students funds in total or in part such activities as Black Consciousness Week, Women's Festival of the Arts, Cinco de Mayo, MEChA High School Conference, Chinese Opera, and numerous student organizations. The Help Center, a board of the Associated Students, provides crisis counseling, referral service, legal services, and community outreach and development to minorities, women and other students.

At present, there are no administrative, faculty, or staff awareness programs per se which focus on student affirmative action. To some extent, however, this function has been built into the programs highlighted above as well as similar programs sponsored or administered through the Division of Academic Affairs. Nevertheless, it is recognized by the Division of Student Affairs that greater effort could be made in sensitizing administrative, faculty, and staff to the unique educational problems encountered by nontraditional students and women.

b. Student Affirmative Action Programs Administered by the Division of Academic Affairs

Student affirmative action programs within the Division of Academic Affairs span a full range of educational and experiential opportunities for students, faculty, and staff. Major outreach efforts, in addition to those programs administered by the Division of Student Affairs, include such programs as the School of Engineering Career Day, an event which brings from five to seven hundred junior and senior high school students (twenty percent minority; forty percent women) to the campus to explore career opportunities in the engineering profession. The Mayor's Bridges to Business Program, co-sponsored by the College of Business Administration and Office of the Mayor of San Diego, recruits economically disadvantaged students and provides support services to assure their academic success and a career position in a large corporate enterprise. Support services consist of academic counseling, tutorial assistance, business internship opportunities, and job placement assistance. The program is funded by the City of San Diego by a $48, 500 grant.

The College of Arts and Letters sponsors several outreach programs such as the American Indian Teacher Training Project, Black Awareness Week, Women's Studies Colloquia, Women's Week, and the Intensive Spanish Institute for teachers, counselors, and administrators. The Teacher Training Project is a special financial support/field experience program designed to attract and motivate Indian students who are capable of pursuing academic work leading to traditional degrees which will qualify them for teaching credential programs. The target population is the Indian community in San Diego County, which includes approximately seventeen Indian reservations. The

College of Professional Studies has formed a Student-Faculty Relations Committee for each of its seventeen academic departments. These committees have as their collective charge informing minority and women students about career opportunities within the college's various disciplines. The Graduate Division subscribes to the Minority Graduate Student Locator Services of the Educational Testing Service. Through this service the Graduate Division contacted 657 students last fall by mail informing them of the University's programs and inviting applications for admission.

Existing student support programs intended for nontraditional students and women are equally extensive, and reflect a pervasive commitment on the part of San Diego State University's faculty to respond to the special educational needs of nontraditional students and women. In general, the various Academic Colleges and departments within the University have been highly supportive of minority and women student groups (e.g., Science and Math Oriented Women, Black Student Science Organization, Society of Women Engineers, etc.). Likewise, the efforts of the faculty to design courses which reflect or which are sensitive to cultural diversity and the social constraints traditionally placed on women and the disadvantaged should be noted. For example, the School of Social Work offers courses in Cultural Pluralism and field experiences in Asian and Chicano communities. The College of Education receives federal and state funds for their Upward Bound, Title VII, and Teacher Corps projects. The College of Education also supports an Institute for Cultural Pluralism which trains teachers for bicultural/bilingual teaching careers. Finally, each of the University's Academic Colleges has designated an Assistant Dean for Student Affairs to assist with the coordination and delivery of basic student services--academic advising, counseling, career guidance, and financial aid.

Current efforts within the Division of Academic Affairs to foster administrative, faculty, and staff awareness have included a two-unit extension class in conjunction with the ABC-TV production of Alex Haley's book Roots, the Summer Intensive Spanish Program, the availability of special grants to students and faculty for the study of Latin America, the presentation by faculty members in the Women's Studies Program and in the College of Education of a workshop on "resources to eliminate sex bias in the classroom," and numerous other departmental and individual projects designed to promote ethnic and cultural awareness.

3. Problem Areas

a. Institutional Support of Student Affirmative Action

The Study Group, through a series of personal interviews and a campus-wide Affirmative Action Forum, uncovered considerable frustration and confusion in connection with the University's commitment to student affirmative action. The absence of a full-time Affirmative Action Coordinator and the marginal funding for these functions have made it possible for violations of the University's Affirmative Action Policy to go unchecked. Moreover, the low profile of general affirmative action programs on the campus leaves the impression that the University's commitment to this area has been uneven. Renewed endorsement of student, faculty, and staff affirmative action seems indicated from the President's Office down through the administrative structure of the institution. This advocacy should take the form of increased minority representation in executive decision-making and additional positions and administrative support dollars being earmarked for these programs. Greater authority for affirmative action officers and better articulation and coordination of their responsibilities are clearly indicated. Further, support of tutorial services for minorities, disadvantaged, and handicapped students, and more effective outreach, academic advising, and career counseling services for these individuals should be higher campus priorities.

b. Student Housing

The Study Group ascertained a need for better access to University housing for nontraditional students. The inclusion of more handicapped, minority, and disadvantaged students in the residence halls, fraternities, and sororities will provide all students with a better understanding of different lifestyles. While open access to University housing and residential living organizations may take persistent effort on the part of campus officials, several simple actions could be taken immediately which would begin this process on a positive note. Residence hall rosters should be prepared in order to avoid racial or economic stereotyping; residence hall roommate assignments could be made in such a way as to encourage appreciation for individual differences; workshops and seminars focusing on cultural and physical differences could be part of residence hall educational programming.

c. Educating for Student Affirmative Action

Affirmative Action is a state of mind, and its spirit needs to be reasserted periodically. As noted above, there are numerous offices and individuals throughout the University community which touch student affirmative action in one way or another. These efforts lack a collective interaction and therefore are out of phase with the pulse of the University. As a result, much of their potential impact is dissipated. The Affirmative Action Study Group recommends that at least once a year, the Affirmative Action Office should organize, conduct, and publicize the results of in-service affirmative action workshops designed to raise personal sensitivity levels, review problems in this area, and reaffirm expectations and action.

Resource Persons: Dr. Stephen Barnes, Assistant to the Dean of Student Affairs; Carol Goerke, Judicial Coordinator; Dr. Don Harder, Ombudsman; Dr. Walter Miles, Political Science Department; Gonzalo Rojas, Assistant Director of the Educational Opportunity Program and Minority Affairs; Dr. Jane Sprague, Affirmative Action Coordinator.

E. Residential Life

The major challenge facing the Study Group on University Life, Programs, Activities, and Residential Life was one of limiting the scope of its charge to manageable proportions and functional units. What emerged, given the time constraints placed on the Commission as a whole, was an agreement to focus attention on three areas of concern: Housing (on-campus, off-campus, and Greek), Clubs and Organizations, and Communications prepared by the Division of Student Affairs for students and parents. In this section of the report, the topic of Residential Life is taken up.

1. On-Campus Housing

Recommendations

** It is recommended by the Commission that the University undertake a study of the relationship between declining student enrollment (FTE) and the severe shortage of on-campus student housing. Relatedly, a special task force appointed by the University President should examine options for expanding student housing at both the main and Imperial Valley campuses.

** The Commission notes that operations of the Division of Business and Financial Affairs which relate directly to residence hall management, such as the housing maintenance program, have not been sufficiently responsive to staff and student needs. It is recommended that these kinds of difficulties be given special attention.

** Special residential interest groupings, educational enrichment programs in the residence halls, innovative living arrangements, and kitchen and study facilities have positive educational and social impact on student residential life. The Commission recommends that these programming concepts receive more attention from the Divisions of Student Affairs, Academic Affairs, and Business and Financial Affairs.

a. Background and Comments

Research on the educational significance of college residence halls is plentiful and documents rather persuasively the benefits of on-campus housing for student development. In a classic study, Education and Identity, Arthur Chickering (1969) builds a strong case for the educational influence of residence halls in higher education. Many others have expanded upon and clarified Chickering's lead (see Alfert, 1966, 1968; Corbett and Sommer, 1972; Feldman, 1970; Lozoff, 1968; Taylor and Hanson, 1971; Williams and Reilly, 1972). More recently Alexander Astin in Four Critical Years, a longitudinal study of the effects of college on students, confirmed that:

> Perhaps the most significant impacts of being on campus versus commuting are on achievement and career development. Living on campus substantially increases the student's chances of persisting in college and aspiring to graduate or professional degrees. Residents are also more likely to achieve in extracurricular areas, in particular leadership and athletics. Among men, living on campus increases undergraduate grade point average . . . Residents express much more satisfaction than commuters with their undergraduate experience, particularly in the areas of student friendship, faculty-student relations, institutional reputation, and social life.
>
> [Astin, 1977, 220-221]

At San Diego State University, the number of residence hall beds is approximately 1700. During the summer of 1978 over 3400 students applied for fall semester on-campus housing, more than twice the number that could be accommodated. For the first time in the University's history the demand for on-campus student housing more than doubled total available space. This situation was predictable since the unfilled student demand for housing space has been substantial and on the rise for the past six years. These statistics also place needed emphasis on the relationship between the general housing shortage in San Diego, particularly in the campus area, and the inability of the University to attract and retain traditional students who are seeking a residential collegiate experience. The Study Group believes such a relationship exists, and urges the Division of Student Affairs to document this important source of student attrition.

Although the research on college residence halls demonstrates their importance and value for the educational experience and personal growth of students, The California State University and Colleges system has not been a strong proponent of residential education or residence hall construction. The result for the San Diego campus today is a critical shortage of on-campus residence hall space and no University-owned or operated housing for married students or students with families. There has also been, to a disappointing degree, no systemwide support and only marginal interest on the part of the academic administration at the University for educational programming in the residence halls, fraternity houses, and sorority houses. In a word, San Diego State University has not, due to external constraints and campus priorities, fully utilized the educational and social potential of its residence halls. This, in turn, has had a limiting effect on the quality of student life at the campus, and may be partially responsibility for the University's inability to attract and retain a higher proportion of traditional students.

b. Problem Areas

(1) Residence hall maintenance and planning needs. Communication and coordination between the Physical Plant, which is responsible for residence hall maintenance, and the Office of Housing and Residential Life does not appear to be as effective as it could be. The result is difficulty in getting needed maintenance completed quickly and efficiently, and serious problems in the planning of long term physical maintenance (see Appendix M).

(2) Space Impaction. Last year twenty study rooms in the residence halls were converted to student rooms, pushing the occupancy of the halls in excess of the designed occupancy of the facilities. Given this additional living

density, noise problems, and loss of student study areas, the wisdom of this conversion must be called into question. At best, it appears to be a short-term and relatively ineffective solution to the student demand for on-campus housing. The Study Group was concerned whether there are ways to provide more, not less, common space for student residents.

(3) Cooking facilities. Presently, residence hall facilities have inadequate cooking facilities. Cooking one's own meal, particularly during times when the pre-purchase meal package is inoperative, is a popular activity. This concept together with more flexible meal plan options should be actively explored by the Office of Housing and Residential Life.

2. Off-Campus Housing

In view of the absence of institutional or divisional policy in the off-campus housing area, the Study Group preferred to raise a series of questions and problems about off-campus housing instead of formulating specific recommendations.

Presently the Office of Housing and Residential Life maintains a list of over 3,000 off-campus apartments, houses, rooms, and other living units. A "Roommates Wanted" and "Roommates Available" listing is also kept. In addition, advising is offered and periodic workshops are held on landlord/tenant rights. Last year, 357 students attended these workshops or sought advice or legal assistance. Apparently, student demand for these services is increasing substantially, raising a number of questions relative to the role of the Office, Division of Student Affairs, and University in the off-campus housing arena:

a. Should the University be involved in off-campus student housing at all? If yes, why are there no policy statements defining the nature and extent of that role? Why is the available staff time for this function less than twenty hours per week when both on-campus and off-campus housing demand exceeds available space?

b. Does the availability and quality of off-campus student student housing have any relationship to student enrollment and retention at the University?

c. Should the University use its influence in the community to help develop low-cost housing for students? What relationship, if any, does the University now have with the San Diego Apartment Owners Association? Has the Housing Office staff investigated Mid-City Service or other residential programs of that nature?

d. Is the on-campus legal service sponsored by the Associated Students adequately serving the landlord/tenant problems of San Diego State University students?

The Study Group believes these questions warrant the full consideration of University officials. To the extent that they can be answered, a realistic and consumer-based assessment of off-campus student housing services can then be undertaken.

3. The Greek System: Fraternities and Sororities

Recommendations

** The Commission strongly recommends that San Diego State University and the national fraternities and sororities based here formalize and clarify their relationship by establishing mutually agreed upon goals and operational procedures.

** It is the recommendation of the Commission that the Office of Housing and Residential Life warrants additional staffing and budgetary resources in order to carry out its coordination of fraternities and sororities, which should be expanded to include programming assistance to local chapters and their advisory and alumni groups, orientation and training programs for house advisors and housemothers, leadership training for chapter officers, assistance with rush activities in conjunction with Interfraternity Council and Panhellenic, and coordination of fraternity and sorority judicial boards. Funding for this expansion of services should be contributed by both the University and the Greek system.

** Affiliation with San Diego State University by national fraternities and sororities carries with it a responsibility to contribute creatively to the life of the academic community and to abide fully with institutional policies, state laws, and city ordinances. The Commission believes and recommends that the Division of Student Affairs must assume a more proactive role in these areas, assisting the Greek system in realizing its important social and academic obligations.

a. Background and Comments

San Diego State University is fortunate to have affiliated with the campus fourteen Greek letter fraternities and ten sororities. The relationship between these national living organizations and the University is a cordial one, though somewhat ambiguous. The "houses" which provide living quarters for approximately 600 San Diego State University students, are located within four or five blocks of the campus. Most Greek housing is financed by local house corporations (including group membership dues and "live-in" charges) and national funds in the form of mortgage loans. The fraternities and sororities govern their own communities under the auspices of the Interfraternity Council and Panhellenic Council. The Office of Housing and Residential Life serves as an advising source for these organizations, approves on-campus activities sponsored by the organizations, provides support for fraternity and sorority judicial boards, and maintains information about the houses and their members, including grade point average standings, activities, policies, Council minutes, and constitutions and bylaws. Approximately twenty hours per week in staff time are allocated for fraternity and sorority affairs.

The major observation of the Study Group, based on interviews with Housing Office staff and fraternity and sorority leaders, was the extent to which the University underutilizes Greek letter residential organizations. By this we mean the limited attention and support the University provides these groups, as evidenced by staffing and resources allocation, and the apparent hesitancy on the part of University officials to weave Greek life into campus affairs and community service. The potential relationship between the campus, fraternities, and sororities is most promising, and compels the Division of Student Affairs to take a closer look at the possibilities for partnership. The Study Group was particularly struck by the strength and vitality of the Greek system, and the willingness of its officers to work seriously toward the assumption of a leadership role on the campus. We are referring here not only to a community service function, but also to the social and academic supports which exist within the "houses" and the attractiveness to traditional undergraduate students of a residential experience.

b. Problem Areas

(1) The present relationship between the Office of Housing and Residential Life and Greek letter living organizations, particularly in the areas of policy and behavioral/disciplinary expectations, is vague (see Appendix N). On select occasions when the University displays intense interest in a problem or issue related to the fraternities and sororities, the reaction is generally one of surprise and occasionally one of resentment. A central issue here is what portion of Greek life is or should be under institutional control. This matter needs further attention.

(2) As the San Diego State University Foundation continues to buy property in the University area, some fraternity and sorority houses have been displaced. Relocation, at times, has been a problem. The University is in a position to assist, financially and otherwise, with the identification of suitable housing and the creation of a Greek row. To date, the University has not done this.

(3) The relationship between the Greek houses and private residents in the University area has never been ideal. The nontraditional lifestyles of San Diego State University students, social activities, and level of noise create misunderstandings and, at times, overt hostility. To date, the University has not addressed these problems directly.

F. International Students

The International Students Study Group investigated, in some depth, the academic policies and procedures and support services applicable to San Diego State University's international student population. It was from this perspective that the quality of student life for this special group of students was considered.

Recommendations

** The Commission strongly recommends that the University establish a five year projection of the number of international students desired in the various programs at San Diego State University and adhere to that projection. This planning should include representation from the College of Extended Studies and the Academic Colleges. The agreed upon enrollment level should then be used as a basis for funding and staffing the International Student Office.

** In view of their parallel program efforts, the Commission recommends that the International Student Office and the International Study Program (presently administered by the College of Extended Studies) be situated in a shared facility. Relatedly, a study should be conducted to determine the administrative feasibility of combining these two programs into an International Center.

1. Background and Comments

During the 1977-78 academic year, approximately 556 international students representing fifty-four different countries attended classes at San Diego State University. About a third of these individuals were engaged in graduate work, the remaining two-thirds were undergraduates. Of the various countries represented by these students, the largest proportion came from Iran (133), Vietnam (89), Mexico (48), Hong Kong (44), and Japan (23). The most popular academic majors among this population were Engineering, Business Administration, and Sciences.

The 1977-78 international student enrollment figures represent a 35% increase over the previous year. Moreover, during the past five years, this population has doubled and, during this time span, the numbers of students from Iran increased 400% and those from Arab-speaking countries increased 800%.

These figures have many implications for the campus, particularly in light of the fact that the University's overall enrollment is remaining relatively constant while the growth rate for international students is increasing. Some of the hard questions which the University must address in this regard are as follows: Should there be a ceiling placed on the number of international students at San Diego State University? If so, should this ceiling be set for the total University or should it address an acceptable mix of international students in each Academic College? Are the current academic admissions requirements proper? Is the TOEFL examination score requirement set at a proper level? Which administrative division within the University is responsible for the academically-related needs, preadmission advising, academic advising, tutoring, etc., of the international student population?

The International Student Office, administered by the Division of Student Affairs, was created to assist students from other countries to gain the maximum benefit from their studies at San Diego State University. In addition, the office serves as a liaison with government agencies and foreign governments, and helps promote international friendship, understanding, and cultural exchange with American students and the general San Diego community (see Appendix O). The growth of the international student population has created serious impaction problems for this office in terms of office space and staffing with a consequent inability to meet fully the service demands. If one were to judge the University's commitment to international education solely on the basis of its support of the International Student Office, the necessary conclusion would be that continuing the presence of international students on this campus and the cultural diversity they add to the academic community rank somewhere in the fourth quartile of institutional priorities.

2. Problem Areas

   a. International Student Office Staffing

   There seems to be an abnormally high ratio between the number of international students on campus and available staff in the International Student Office. The current staff consists of one nine-month coordinator/counselor and a twelve-month secretary.

b. International Student Office Physical Facilities

It is quite difficult to convince visiting scholars, dignitaries, concerned citizens, and students that San Diego State University is serious about its campus program for international students when the office for this program is so poorly situated. Although an agreement with the College of Extended Studies has resulted in the relocation of the office to the Richardson House, the move is a temporary solution until Fall, 1979. No office space for the International Student Office has been designated beyond that date.

c. Academic Difficulties

Alarming academic problems have surfaced among international students at the University. Approximately twenty-three percent of all foreign students were on academic probation by the end of fall 1977, compared to twelve percent the previous year. By way of contrast, only about ten percent of American students were placed on academic probation. Survey results and interviews with the international students reveal that the causes for this unsatisfactory academic progress are poor academic background (particularly in technical areas such as Engineering), unavailability of free tutoring in academic areas, financial problems, personal difficulties (housing, political, medical, and cultural), academic difficulties of many international students, lack of understanding of the University and its policies and procedures, and language difficulties.

Some possible institutional responses which are indicated by this serious academic situation include the following:

(1) General University admissions standards for international students should be reviewed, particularly in terms of the English language requirement and required academic course background. Screening for financial independence, motivation, and previous academic success would be appropriate.

(2) A free academic subject matter tutoring program, similar to the concept utilized by the Educational Opportunity Program and Minority Affairs, while costly, would be well-utilized.

(3) Since the highest proportion of international students on probation are majoring in Engineering, steps should be taken to provide better pre- and post-probation academic counseling through the College.

(4) A more comprehensive orientation program, study skills workshops, and better information dissemination about the institution would inform and assist international students in meeting the University's academic expectations.

(5) More efficient screening, at the time of admission, of student financial documents and additional scholarships and financial support systems would help minimize on-site financial and budgetary problems.

(6) Expansion of the host family program would provide an additional support system for international students.

(7) Additional housing of both a temporary and long-term nature is a critical need that would alleviate some of the problems of international student acculturation.

(8) Expansion of the International Friendship Program together with the creation of an International Center would greatly facilitate intercultural relationships between foreign and American students.

Resource Persons: Winnie Wong Chase, Coordinator of International Student Program; International Student Council.

G. Imperial Valley Campus

The Imperial Valley Campus Study Group examined the level and quality of student support services currently available at this satellite campus, situated 120 miles to the east of San Diego State University. Given the nature of its charge, the Study Group attended more to the breadth of programs and services than to questions of depth or detail. Thus, the findings presented here are necessarily incomplete and underscore the importance of continuing this inquiry beyond the life of the Commission.

Recommendations

** Based on its preliminary findings of the wholly inadequate provision of student support services at the Imperial Valley Campus, the Commission recommends that the Dean of Student Affairs designate a special task force to investigate the need level of student services at the campus and to develop a specific timetable for bringing these services up to the qualitative level of parallel services available at the main University campus.

** The Commission believes that one important measure of the quality of student life at the Imperial Valley Campus is the nature and extent of program and experiential articulation with the main campus. Strategies to increase both the variety and meaningfulness of contacts between the two campuses, two faculties, and two student bodies must be devised and implemented.

** The Commission recommends that a daily shuttle bus between the two campuses be provided to allow for student, faculty, and staff exchanges, efficient interlibrary loans, resource sharing, joint cultural programming, and a more accessible means for fully appreciating the similarities and differences between both locales. The use of closed circuit television with telephone tie-ins for both instructional and counseling and advising purposes could also be utilized effectively to bridge the distance between the campuses.

1. Background and Comments

The Imperial Valley Campus (IVC) offers upper division and graduate level academic study programs to some 450 students each semester. In recent years the campus has experienced periods of enrollment growth as a result of the availability of new courses of instruction, and corresponding periods of enrollment stability following the establishment of these programs. Nearly 40% of the student population is twenty-five years of age or younger, and almost half of the students attend on a full-time basis (see Appendix P). Ethnically, 44% of the students are Mexican-American, 6% identify with other ethnic groups, and 50% are Caucasian.

With regard to student services available at the campus, a half-time Assistant Dean for Student Affairs was made available for the first time during the 1977-78 academic year. This position subsequently has been expanded to full-time status. In addition, $15,000 recently became available for the provision of basic health services. A full-time counselor and 1.5 clerical positions in Admissions and Records round out the on-campus student affairs staff. Additionally, the Division of Student Affairs makes available to Imperial Valley Campus a financial aid specialist and ombudsman on a visitation basis. With this staffing level and augmented assistance from the Division of Student Affairs, the campus is beginning to organize and focus its efforts toward the provision of traditional student life resources: academic advising, admissions and registration, financial aid counseling, basic health care, career counseling, and student activities. Missing from this service component are student housing, crisis intervention, disabled student services and Educational Opportunity Program and Minority Affairs. Available to some extent, but probably at an unsatisfactory level, are such services and activities as placement, new student orientation, student government, recreation and intramural programs, cultural arts, and clubs and organizations. With the help of campus officials, Imperial Valley Campus Associated Students have converted an old house on the campus into a kind of makeshift student union. There is no formal campus bookstore at the present, but Aztec Shops is moving ahead with plans for a facility of this nature by Spring, 1979.

At issue for the Study Group and the University is the question of which student life resources should be available at Imperial Valley Campus, and at what level. These are matters warranting careful and extensive study, with attention being given to the characteristics of the Imperial Valley Campus student population, potential for campus growth, availability of student support services (e.g., housing, health services, recreation) within the Calexico area, and the fiscal resources of San Diego State University which can and should reasonably be directed to the

Imperial Valley Campus for this purpose. It is interesting to note the recommendations of the Calexico Campus Review Committee (January, 1977; see Appendix Q) on this matter. The Review Committee noted the student services deficiency at the campus, particularly with reference to academic, vocational, and personal counseling. Although there is frequent faculty/student contact, the Review Committee urged the addition of specialized student counseling services and improved academic evaluation.

2. Problem Areas

a. Characteristics of Imperial Valley Campus student population

Imperial Valley Campus officials are predicting 1) the average student age on the campus will decrease rather than increase (in direct opposition to national and regional trends), 2) the number of full-time students will increase, and 3) the number and proportion of students of Mexican-American heritage will increase. These predictions, which have important implications for the delivery of student life resources at the Imperial Valley Campus, are based on both internal and external factors. Externally, the number of high school graduates in the Imperial Valley is growing steadily. The majority of these graduates, about 75%, are Mexican-American. These developments have, in fact, been reflected in the number of students of Mexican-American heritage enrolling at the college. Relatedly, over 50% of the general population in the Calexico area is under twenty-one years of age and between now and 1990 a population increase of about 20% is expected for the region. Strong family and cultural ties tend to keep Mexican-American students at home attending local educational institutions rather than "going away to college."

Internally, Imperial Valley Campus is expanding its course offerings and degree programs in such popular areas as Psychology, Business Administration, Public Administration, Education and Latin American Studies. Greater efforts to communicate the resources of the campus to valley residents are underway.

Together, these internal and external factors support the predicted shifts in the Imperial Valley Campus student population. If these changes do occur, more campus-based student services of a traditional nature will be indicated.

b. Funding of student services

Imperial Valley Campus students pay the same instructional and student service charges as students attending the main campus. Other than the wages and salaries for 1.5 student affairs positions and the recently acquired funds for health services, the costs of the Imperial Valley Campus Student Affairs program come from the operating budget of the Division of Academic Affairs. There appears to be an element of inequity in this funding arrangement. In view of the correlation between funding and the delivery of student life resources at the Imperial Valley Campus, the Study Group believes this area warrants review.

c. Cohesiveness of Student Affairs Program at Imperial Valley Campus

Presently the student services at Imperial Valley Campus are located in various areas. For a small program such as this one in which the staff must be generalists, this physical separation works a hardship on service efficiency, sharing of limited resources and staff time, and staff morale. The relocation of these individuals and functional units into one area, perhaps a trailer, would be a timely and wise investment.

Resource Person: Dr. Linda McAlister, Dean of the Imperial Valley Campus

H. Clubs and Organizations

An integral part of a university education is the opportunity for personal growth and development outside the formal academic process. This often takes the form of participation in campus activities, more specifically, chartered clubs and organizations. Within this context, students have the opportunity to experience the dynamics of group interaction, new forms of interpersonal relations, and the challenge of assuming leadership roles. Therefore, it is a valid function of the University, through the Division of Student Affairs, to facilitate and, when necessary, encourage a wide range of clubs and organizations. As observed earlier, (Section E above), the Office of Housing and Residential Life is concerned with the provision of meaningful and educative residential experiences for those students electing to live in the residence halls, fraternity, and sorority houses. Supporting clubs and organizations is to some extent a correlative activity for the commuter student population.

In assessing how campus clubs and organizations affect the quality of student life, the Study Group on University Life, Programs, Activities, and Residential Life established four evaluative criteria.

(1) Is the current list of chartered clubs and organizations sufficiently comprehensive to meet the varied needs of our heterogeneous campus population?

(2) Are students sufficiently aware of the existence of clubs and organizations and how to establish contact with them?

(3) Regardless of the number of organizations actually in existence, do students perceive that membership in these groups is open and available to them and do they feel welcome to freely join?

(4) Do the clubs and organizations need assistance from the University in terms of strengthening their operations as a means of insuring their continued existence and accomplishing their goals?

Recommendations

** The Commission recommends that the Division of Student Affairs maintain, as both a benchmark of interest and as an early indication of needed advisory assistance, a yearly census of student membership in campus clubs and organizations.

** The Commission recommends that the involvement of faculty and staff as advisors and/or participants in campus clubs and organizations be rekindled.

** The Commission recommends that the Assistant Deans for Student Affairs in the Academic Colleges provide increased support and assistance to those clubs and organizations within their purview.

** The Commission recommends that a "free hour" concept be reestablished during the normal academic week. This time period would encourage and allow for more faculty/student contact and better scheduling options for campus clubs and organizations.

1. Background and Comments

A review of the student clubs and organizations at the University indicates a fairly reasonable distribution of group categories (see Appendix R). The balance between those that are strictly departmental and those that may have a campus-wide constituency was also reasonably well distributed. Of the 240 total chartered groups in 1977-78, sixty-six were departmental, ten religious, twenty-three political/social action, forty-four social, five pre-professional, twenty-two scholastic honorary, four service, and twenty-eight recreational and "other." Ninety-three of the above groups were in some manner departmentally related. Research by the Study Group indicated that although about thirty groups seem short-lived, the majority have been in existence for many years, and this seems to represent a measure of their vitality. Until an instrument is developed that effectively measures student activity needs, it is not possible to comment about the adequacy of the selection of available campus organizations. A superficial review of the organizations, however, seems to suggest a wide variety of possibilities for students and other members of the campus community.

Student awareness and perceptions with respect to accessibility must also be measured using some sort of a survey. Although the Associated Students Activities Board sponsored a "club fair" in September in which forty-four organizations participated, such events are difficult to organize at the beginning of the school year since clubs and organizations often have a protracted start-up time in getting their operations underway.

The Student Resource and Information Center, part of the Division of Student Affairs, offers several workshops for organization leaders, and serves in a consultative role to those individuals and groups seeking assistance of thie nature. Results, however, indicate the need in this area is not great. The Associated Students and the University give clubs and organizations further encouragement by making available to them use of University facilities, the privilege of on-campus status, the opportunity to raise money and sponsor events, mail boxes in the student union building, the opportunity to apply for Associated Students funds and office space at Aztec Center, and publication of notices in the Daily Aztec and A.S. Window.

2. Problem Areas

   a. Scheduling of meetings and activities

   Probably one of the most serious impediments to the functioning of these organizations is the difficulty in scheduling meetings and events at times when students are available. This may have a significant impact on the extent of student participation. Additionally, the placement and scheduling of promotional activities during class times has created some conflict with other campus operations. For instance, the use of sound amplication equipment on the steps of Aztec Center often disturbs classes and offices in the vicinity. The placement of organization information/service tables in front of Love Library frequently brings complaints. In both cases, Aztec Center and Love Library, these are ideal campus locations for clubs and organizations because of the large numbers of people who pass through these areas at lunch and between classes.

   If the University is commited to encouraging student participation, then policies should be adopted that recognize the need to maximize exposure of organizations and create reasonable opportunities for them to capture the attention of the student population during the normal hours of campus operation.

It would appear that the support of the Division of Student Affairs for clubs and organizations is sufficient. However, several University policy decisions such as the restoration of the "free hour" and student access to campus facilities would probably stimulate greatly these important out-of-classroom activities. An on-going student "needs assessment" would also provide useful information in both the formulation of new groups and strengthening of existing organizations.

b. Faculty, Staff, and Alumni Advisors for Clubs and Organizations

Historically, the involvement of faculty or staff advisors in the student activities area has served two important functions. First, it has enhanced faculty/student relations by providing opportunities for out-of-classroom experiences. Second, it has served as a continuity and supervisory mechanism for student clubs and organizations. Whereas the latter function strikes the Study Group as unnecessary and out-of-date, the former function is perhaps more important today than ever before. As mentioned previously the size of the campus, both physically and in terms of the numbers of students served, creates loneliness and depersonalization. Special efforts, therefore, must be taken to create student life supports and opportunities for personal exploration and growth. Encouraging faculty, staff, and alumni involvement in student activities is one important element in this support system. Direct linkage with Academic Colleges and departments, for organizations and clubs with an academic perspective, is an appropriate foundation for enhancing faculty/student relations. The Assistant Deans for Student Affairs are in a unique position to promote these activities. Likewise, the Staff Council and Alumni Association should be invited to participate in advisory roles to student clubs and organizations. The Division of Student Affairs has not fully explored these possibilities.

I. Student/Parent Information Needs

Communication, the transmittal of information and ideas and the receipt of a response, is central to an institution of higher learning inasmuch as dialogue and other modes of pedagogy form the cornerstone of the foundation of learning. Moreover, San Diego State University is an academic community consisting of more than 30,000 students, eighty percent of whom live away from the campus. Therefore, the ability of the institution to attract the attention of this population and effectively and accurately transmit information to it is of the utmost importance. The University Life, Programs, Activities, and Residential Life Study Group undertook an investigation of student and parent information needs within the context of the academic community. In this regard, a series of questions were raised:

How do we determine the need for information, the best type of delivery systems, and the extensiveness of the communication?

Are students suffering from or being impaired in their functioning due to lack of information, unclear information, or "information overload"?

Does the University and, specifically, the Division of Student Affairs have a good understanding and definition of its target population?

Does the method(s) of communication used presently cater to and reflect the needs and patterns of the SDSU student profile?

How well has the Division of Student Affairs determined the effectiveness (i.e., cost factor, number of persons reached, quality of information distributed) of its communications efforts?

Recommendations

** The Commission strongly recommends that the Division of Student Affairs and Associated Students jointly produce a detailed Student Handbook to be distributed each semester to all new San Diego State University students.

** The existence of several major information offices on the campus, each staffed and administered by a different administrative division or functional interest, is confusing and probably disadvantageous to all. The Commission recommends that some coordination

Recommendations (cont'd.)

of these offices, including joint staff training and resources sharing, be given a high priority by the University.

** The Commission believes there is currently a student "information overload" which, in the worst case analysis, decreases the likelihood that essential information about the University is being received and understood by students. It is recommended that the overall number of University-to-student communications be reduced to a minimum, and that the quality of these communications be enhanced accordingly.

** The Division of Student Affairs has not been effective in the past in its efforts to keep the parents of San Diego State University students informed about campus life. The Commission believes that this problem can and should be rectified.

1. Background and Comments

During the 1977-78 academic year, the Division of Student Affairs spent $24,461 on student or staff-related publications. The Associated Students during this same time frame spent $170,052. For the entire University, students were the most frequently intended communication audience, followed by potential students, faculty, and then staff. A total number of 1,550,000 publications copies were distributed or sold to students during the 1977-78 academic year, and over 210,000 publications copies were distributed or sold to potential students. By far, the campus publication with the largest circulation is the Daily Aztec, with about 1,260,000 copies per year, followed by the General Catalog, Graduate Bulletin, and Class Schedule (48,000 combined total copies).

The Study Group also surveyed the departments within the Division of Student Affairs to determine the type and frequency of their efforts to communicate with students and parents (see Appendix S). The survey revealed that the Division produces about nine "handbook" style publications for students that contain details about the University and student support services. It is estimated that eight separate newsletter style publications are produced for student audiences on a monthly or biweekly basis. Each student affairs area also produces flyers, posters, and miscellaneous informational pieces on an as-needed basis. The Division produced no publications specifically intended for the parents of San Diego State University students.

2. Problem Areas

a. Erratic Publications Program

During the 1977-78 academic year, the San Diego State University Publications Authority undertook a comprehensive evaluation of the University's publication program. Several findings from that research effort were applicable to the Commission's review of the University's effectiveness in communicating with the students and potential students. Those applicable findings were as follows:

(1) Generally, the publications effort at San Diego State University was perceived and described as lacking organization and, therefore, "disorganized," "scattered," and "chaotic."

(2) In most cases, San Diego State University publications including many of the major efforts to communicate with students through printed materials, were found to be of unreasonable quality in terms of design, illustration, photography, typography, materials, printing, and content.

(3) An unacceptably high number of publications intended for students overlapped in content.

b. "Information Overload"

The high frequency of institutional publications intended for San Diego State University students can only be described as excessive. When the frequency of communications between two or more parties reaches this critical mass, the effect, generally negative, tends to reduce the impact of all communications received. The Commission questions the value of each department within the Division of Student Affairs producing separate service-oriented publications, some of which overlap in content. This practice appears to be cost-ineffective. Likewise, the production of the A.S. Window by the Associated Students must be called into question when many of the items it carries are covered in newsletters, campus calendars, and the Daily Aztec.

c. Student Handbook

Many universities and colleges produce a student handbook as both an orientation and reference piece for new students and their parents. This kind of publication would appear to be a viable alternative to the separate printed pieces produced by each department within the Division of Student Affairs, and the low budget, selective content "handbooks" produced currently by the Student Resource and Information Center. It also is important for the parents of San Diego State University students to capture the "sense" of campus life and the wide range of responsibilities matriculation places on their sons and daughters. A well written and designed student handbook could well serve as a significant contact point for both students and their parents.

d. Information Offices

The conveyance of important information about the University occurs at the Student Resource and Information Center (Division of Student Affairs), Aztec Center Information Booth (Associated Students), Administration Building Information Desk (Division of Business and Financial Affairs), and, to some extent, in all University offices. While no one group within the academic community can claim special privilege to information and its dispersal, the Commission detected an element of confusion in the manner in which this process now occurs. There would seem to be an important advantage in coordinating these information sources, sharing information items, and training the personnel who staff these offices in basic communication skills and making certain that they are fully aware of the University's student life resources.

Resource Person: Dr. Stephen F. Barnes, Assistant to the Dean of Student Affairs and Chair of the Publications Authority

J. University Policy

The Study Group on University Policy selected three areas of investigation--institutional policy-making, judicial procedures, and student government. These topics are complex in their own right, but they also border on the matter of governance, the operational process through which the University discharges its statutory duties. By acknowledging the close proximity of institutional governance to the topics taken up here, we believe we have placed this aspect of the Commission's work in proper focus.

1. Institutional Policy-Making

Recommendations

** The Commission on Student Life supports and reaffirms the final recommendations of the Ad Hoc Committee on University Policies and Procedures that:

-- Policy development and approval responsibilities be more clearly defined within the University community.

-- Attention be given to the creation of a uniform policy development process for the University. The Commission further recommends that one individual, office, or group be assigned responsibility for reviewing and soliciting comments on all proposed policies or amendments to existing policies prior to their final approval by the President of the University.

-- The University develop a Policy and Procedure Manual, to be implemented in two phases. The first phase would consist of the compilation and distribution in a binder format of existing University policies and procedures. The second phase would consist of the review and rewriting in a standardized form of all such policies. It is recommended further that a mechanism be developed for preparing and distributing all changes or updates to the manual.

Recommendations (cont'd.)

** The Commission also believes it is timely and appropriate for the President of the University to indicate his priorities for clarifying the policy promulgation and approval process that will be operative under his administration of the academic community.

** It is recommended by the Commission that the University grievance procedure--for students, faculty, and staff--be better defined and centralized in one office for coordination purposes.

** It is recommended that the Division of Student Affairs continue its practice of compiling those policies and administrative practices which affect students and/or the Associated Students, with the ultimate goal of developing a student handbook of essential institutional policies and procedures (see Recommendations in Section I above, Student/Parent Information Needs).

a. Background and Comments

The Study Group determined that University policy affecting student life can arise from any of the following sources: The California State University and Colleges Office of the Chancellor, Education Code, Title 5 of the California Administrative Code, state and federal regulations, and campus governing bodies (e.g., University President and Cabinet, Associated Students, Senate, Staff Council). At the campus level the jurisdiction of the various governing bodies is ill-defined. The policy promulgation process is even more mystifying. Interestingly, another institutional committee reviewed the policy formulation and approval process at the University during the 1976-77 academic year (see Appendix T). It was the conclusion of that body that a critical need exists to a) define the jurisdiction of each of the campus governing bodies, b) define the process involved in University decision-making, and c) compile existing policies and then to rewrite, standardize, and distribute these campus-wide. The Study Group felt that both the recency and incisiveness of these recommendations warranted restatement and support. Moreover, the development of a uniform policy promulgation and approval process for San Diego State University is the first step in clarifying institutional governance and making it more accessible to students, faculty, and staff.

b. Problem Areas

(1) The recommendations of the Ad Hoc Committee on Policies and Procedures were forwarded in 1976 to Acting President Trevor Colbourn. This gave rise to the creation of a second committee charged with the responsibility of implementing the Ad Hoc Committee's recommendations. However, due to a change in University leadership, virtually no progress has been made in this area.

(2) The student grievance process is centered in the Office of the Ombudsman. The first step in any student/faculty or student/staff grievance begins in this office and, if the facts so warrant, ends before the Student Grievance Committee after less formal attempts of redress have failed. Many students have complained about the protraction of this process, which occasionally takes up to eight months to reach a final problem resolution. These long delays and the high level of motivation they require from the grieving student have probably discouraged some students from exercising fully their rights as San Diego State University students. For certain types of cases it seems entirely possible and desirable to have them adjudicated by an administrative hearing officer rather than the full Student Grievance Committee. If a pool of administrative hearing officers were established, it would establish a capability of several student grievances going forward at one time.

2. Judicial Procedures

Recommendations

** San Diego State University lacks a clear statement of policy detailing student rights and responsibilities, academic dishonesty, and the student disciplinary process. The Commission believes a public institution of higher learning has a compelling obligation to specify these important areas of conduct for its students, and recommends that this charge be taken up immediately by an all-University Commission on Student Rights and Responsibilities.

** It is the recommendation of the Commission that the jurisdiction of the Office of Judiciary Procedures, and the relationship of this office to the University Police, Office of Housing and Residential Life, and Ombudsman be clarified.

a. Background and Comments

The Office of Judiciary Procedures is responsible for acting on behalf of the University President regarding all aspects of student discipline. The Judicial Coordinator receives reports of alleged student violations relative to Title 5, California Administrative Code, as well as certain alleged student violations of the California Penal Code. Close contact is maintained between the Office of Judiciary Procedures and campus and civil law enforcement authorities.

It is the responsibility of the Judicial Coordinator to review and investigate all complaints which are referred and to recommend and/or decide whether further disciplinary action is to be pursued. Disciplinary action can be of a formal or informal nature. If of a formal nature, guidelines established by the Chancellor's Office will be followed (Executive Order #148). If of an informal nature, the matter is generally resolved and appropriate sanctions are imposed by the Judicial Coordinator.

The program is basically disciplinary in nature. It entails investigating reports of alleged student violations relative to Title 5, California Administrative Code; determining whether disciplinary action is required; conducting informal disciplinary hearings; imposing appropriate disciplinary sanctions; and coordinating efforts (as a University representative) at formal disciplinary proceedings. Additional services offered are 1) counseling which extends to both victims and violators; and 2) consultation, which extends to students, faculty, and staff.

During the 1977 calendar year, approximately 140 individual students were referred for disciplinary action. In addition, there were approximately twenty-five referrals from the residence halls, twelve from fraternity incidents, and two from other student organizations on campus. Referrals were received from approximately twenty faculty members, twenty-five staff members (the majority from University Police), and six establishments in the surrounding community. Personal counseling services in which no disciplinary action was entailed was extended to approximately twelve students.

b. Problem Areas

(1) The present student judicial system at San Diego State University is not providing expedient and equitable treatment for all students. The reasons for this are several and include, most importantly, the following:

-- Overlapping and unclear jurisdictions between the Judicial Coordinator, Director of Housing and Residential Life, Director of Public Safety, Ombudsman, and individual faculty;

-- Numerous tribunals on campus, each claiming the right to discipline certain categories of students, creates unevenness of justice. For instance, the Interfraternity Council asserts its right to discipline fraternity houses and their members for disciplinary violations which are resolved by the Office of Judiciary Procedures in the case of non-Greeks. The outcome of identified cases adjudicated by different bodies frequently is not the same;

-- Lack of uniform behavioral expectations and disciplinary procedures in the residence halls, fraternities and sororities, and general campus area;

-- General misunderstanding of the University's disciplinary system confuses students, occasionally to the point of undermining their legal rights and options as a student; and

-- Lack of credibility, the generally perceived ineffectiveness of the San Diego State University judicial system discourages faculty, staff, and students from reporting alleged incidents of student misconduct.

(2) Upon investigation, the Study Group determined that the University lacks a bill of student rights and responsibilities, and a policy on academic dishonesty. Although there are written documents available to students which define the disciplinary jurisdiction and due process procedures of the Office of Judiciary Procedures, such statements are in legal jargon and extremely confusing to undergraduates, particularly freshman students. The Division of Student Affairs, in conjunction with the Associated Students, should take the lead in correcting this policy and procedures deficit.

3. Student Government

Recommendations

** The relationship between the Division of Student Affairs and Associated Students seemingly is entering a period of relative stability, maturity, and mutual respect. It is the recommendation of the Commission that these elements be nurtured and brought to bear increasingly in the form of a partnership in policy and programming areas.

** The Commission recommends that the role of the Associated Students in the administration of student support services and the resource allocation process within the Division of Student Affairs be addressed and resolved (see Recommendations in Section K following, General Student Services).

a. Background and Comments

The last decade has been a period of rapid growth and maturation for the Associated Students of San Diego State University. As a nonprofit, University-affiliated auxiliary corporation, the Associated Students has a yearly operating budget of 2.4 million dollars and total fixed assets of approximately 8 million dollars.

Each semester the Associated Students collects $21.00 from each SDSU student: a $10.00 activities fee and an $11.00 Student Union Fee. The Activity Fee provides funding for such programs as films, concerts, recreational programs, athletic and intramural programs, legal services, and many others. The Student Union Fee helps to reduce the bond indebtedness for Aztec Center, and provides operating monies for this facility, including the Mission Bay Aquatic Center and Student Craft Center.

The Associated Students is governed by a board of directors called A.S. Council. Most students on the A.S. Council are elected and charged with the responsibility of making financial and policy decisions. The Council officially consists of a President, Executive Vice-President, Vice-President of Finance, the Dean of Students, Chairperson of the Faculty Senate, and one student representative per thousand students. There is also one representative from the Moviento Estudiantil Chicano de Atzlan, the Black Students' Council, Native American Students Alliance, and Samahan (Filipino student organization).

Elections are held each semester to determine the council representatives. The President, Executive Vice President, Vice President of Finance, and half of the council seats are elected in the spring semester; the other half of the council seats, in the fall. The term of office is for one year.

Each council representative is elected by the students within his or her particular school or college. The only positions on which the entire student body may vote are President, Executive Vice President, and Vice President of Finance.

Representatives are required to meet once a week to conduct the business of the council. In addition to representing the students from their colleges, council members also represent the council on the various boards of the Association. Usually meeting once a week, the boards handle most of the ongoing work of the council (i.e., intramurals, films, aquatic center). The workload of a conscientious representative is considered equivalent to that of a four-unit class.

The business conducted by the council ranges anywhere from planning intramurals to recommending changes in the Education Code. It is the Associated Students Council's responsibility and duty to respond to student needs and initiate appropriate changes within the campus community.

(1) Associated Boards. Presently there are eight active boards which are made up of council members, students at large, and faculty representatives. All board action must fall within the jurisdiction of the Associated Students Council.

(a) Committee on Committees: The purpose of this committee is to make recommendations to council concerning the appointment of students at large to Associated Students Boards, Associated Students Committees, University Committees, and all other student positions related to the Associated Students Council. There is an opportunity for two students at large to become involved on the Committee on Committees.

(b) Child Care Center Board: With eight openings for student parents and two openings for students at large, the board supervises the overall operation of the Center, including coordinating admission, staffing and goal-setting.

(c) Cultural Arts Board: Most of the campus lecture series, art exhibits, musical productions, and movies are planned and coordinated by the Cultural Arts Board. On this board, there are nine student at large members.

(d) Finance Board: An advisory board to the Associated Students Council on all financial matters, the board reviews requests for Associated Students funds and makes recommendations for the expenditure of those funds. There are openings for five student at large members.

(e) Health Services Advisory Board: The Health Services Advisory Board has twelve student members and makes recommendations concerning improvements and program changes in Health Services.

(f) HELP Center Board: This board, consisting of six students, coordinates crisis service for the campus community in addition to providing individual peer counseling.

(g) Activities Policy Board: The purpose of the Activities Policy Board is to coordinate the chartering of on-campus organizations, activities calendar requests, and on-campus organization policies. The board has six student at large positions.

(h) Recreation Activities Board: Recreation Activities Board coordinates intramurals, club and team sports, and all other campus recreational activities. The board has six student at large positions.

(2) Grassroots Council. In each Academic College there exists a Grassroots Council which is allocated $3.00 per student annually up to a $10,000 ceiling. Each Grassroots Council is made up of one representative from each major within that college, plus the Associated Students Council representative. Generally, the Council is responsible for student groups and policies pertinent to the college.

(3) The Senate. The Senate sets the academic standards for the University and establishes policies concerning any and all academic matters. Four student senators are appointed by the Committee on Committees to the main body of the Senate. Too, the Senate has many subcommittees that need student representation and, again, appointments are made by the Committee on Committees.

(4) Campus Authorities.

(a) Publications Authority: The Publications Authority establishes policies concerning all campus publications. This authority has three student at large members who are elected by the campus.

(b) Intercollegiate Athletics Authority: The Intercollegiate Athletics Authority is responsible for the intercollegiate athletics program, the marching and pep bands, and the activities of the Athletics Spirit Board. There are four student at large members on this authority.

b. Problem Areas

(1) As a result of the growth and maturation of the Associated Students, the relationship of the Division of Student Affairs to the corporation and its executive leaders has become one characterized as supportive and facilitating rather than directing and supervisory. This relationship has allowed for joint programming efforts--such as the recreation and intramural programs, Out House, and Women's Center. At the same time, the sudden fiscal growth of the Associated Students without parallel growth in leadership and corporate management skills has brought about unevenness and occasional misunderstanding in that relationship. An important and partially fulfilled responsibility of the Division of Student Affairs is that of ensuring continuity in student government and ample opportunity for student leader training programs. This kind of support should be formal in the way of leadership training seminars, workshops, and courses. It should also assume less formal modes based on interpersonal trust and respect.

(2) To some extent, the Associated Students have not been fully cognizant of the changing nature of the student population at the main campus of the University. The great influx of nontraditional students--part-time, commuting, older students--has significant implications for programming and student fee supported services. At the same time, the Associated Students, like many other entities on the campus, has largely ignored the Imperial Valley Campus in Calexico. The possibility of joint ventures with students on the satellite campus are promising and need exploration.

K. General Student Services

As initially conceptualized, the charge of the Study Group on General Student Services was to review and evaluate the twelve departments which constitute the major service offerings of the Division of Student Affairs. However, it became apparent that a review of this magnitude, if it were to be thorough and probing, would not be feasible in the time allotted. Therefore, the Study Group narrowed considerably the scope of its inquiry. Four major departments within the Division--Health Services, Center for Counseling Services and Placement, Financial Aid, and Student Resource and Information Center--were reviewed, with primary attention being given to the factors of resource allocation, student consumer satisfaction, staff incentives, and staff development.

Recommendations

** The Commission detected only a marginal relationship between the stated goals and objectives of the Division of Student Affairs and the actual allocation of human and budgetary resources. One, or perhaps both, of these items need to be reevaluated. It is also recommended that the budgeting process be rendered more open and accessible to the program Directors.

** The Commission strongly urges the President of the University to appoint a blue ribbon commission to correct the serious problems and inequities inherent in the University's personnel classification practices, particularly as they are applied to the Division of Student Affairs.

** The Commission strongly recommends that the Division of Student Affairs revamp its employee evaluation process and develop some objective means for identifying and rewarding exemplary personnel performance.

** In view of declining student full time enrollment (FTE) and dwindling resources available to the entire University, the Commission strongly recommends that the Division of Student Affairs develop strategies for making its human and budgetary resources more cost-effective.

** The Commission recommends that the Division of Student Affairs attend more closely to the student consumer perspective in its program planning and evaluation process.

** The Commission recommends that the Dean of Student Affairs place a high priority on the development of a comprehensive staff training program.

1. Background and Comments

During the last five years the Division of Student Affairs has undergone dramatic changes in terms of staffing, administrative organization, program offerings, and general student services delivery. Nowhere have these changes been more evident than in the areas of Health Services, Center for Counseling Services and Placement, Financial Aid, and the Student Resource and Information Center. Health Services, for example, has developed from a fledgling health operation into a significant health clinic that responds to in excess of 80,000 person-contacts per year, and provides care in the areas of gynecology and contraceptive education; surgery; orthopedics; dermatology; ear, nose and throat; psychiatry and psychological counseling; radiology; physical therapy; emergency care; preventive dentistry; cold clinic; dietary counseling; and health education. The obvious diversity of these programs reflects the three-fold function of this department: a) delivery of care to patients who are acutely and chronically ill, b) development of a preventive medicine/health maintenance program, and c) medical education for both patients and staff (see Appendix J).

The Center for Counseling Services and Placement came into existence in the fall of 1977 when the Counseling Center and Career Planning and Placement Center were merged to encourage the mutually reinforcing tasks they perform. On the career planning and placement side, the service emphasis has expanded from graduate (bachelor's and master's level) placement counseling to career development, student employment, and cooperative education services. Among the innovative programs growing out of this broadened emphasis have been a career development program, a midlife reentry program for older students, a comprehensive part-time student employment service which places students in jobs both on and off-campus, a cooperative education program that allows students to get on-the-job training for academic credit, and a whole host of career preparatory workshops dealing with job pursuit skills, resume writing, and career decision-making. On the counseling side, the Center's professional activities fall into two broad categories, direct service/outreach and systems intervention. These activities, which include personal counseling, career development, educational and vocational assistance, and academic advising, are provided through the Center, Health Services, and in the field (see Appendix U).

The Office of Financial Aid has undergone rapid expansion in the last five years in terms of staffing and responsibility for state and federal student assistance programs. Today, the Office administers 6.25 million dollars in financial aid funds annually, and, due to the assistance of automated form processing, is able to designate a significant amount of staff time to student financial advising (see Appendix V).

Formerly known as the Student Activities Office (the name was changed in 1974 to reflect a broader-based relationship with the student community at the University), the Student Resource and Information Center now serves as both an important contact point between the University administration and the Associated Students, and as the coordinating unit for resources and information regarding student programming efforts and student life resources. The Office is responsible for New Student Orientation, student organizations, student publications of a general orienting nature, and assists or advises the Associated Students in such areas as student leadership development, intramural activities, Recreational Activities Board (outdoor recreation programs), and Women's Resource Center (see Appendix W).

In each of the above cases, the Study Group was impressed by the breadth of the student services offered, as well as the high calibre of the professional staff involved in the programmatic effort. It was also clear that the Directors are expansion oriented and "in need" of human and budgetary resources to implement fully their program objectives. Rather than evaluate each Department's current and proposed activities, the Study Group elected to focus on four issues which are significant and common to each Department: resource allocation, consumer satisfaction and input, staff incentives, and staff development. In most cases, these issues and the Commission's response to them are applicable to most, if not all, twelve Departments within the Division of Student Affairs.

a. Resource Allocation

Both the support budget and personnel allocation for the Division of Student Affairs are driven by formulae which define budgetary allocation levels from the Student Services Fee in relation to student enrollment (FTE). In this fashion staff and support money for the areas of Health Services, Student Activities, Counseling, Career Planning and Placement, Disabled Students Services, Financial Aid, Student Housing, Educational Opportunity and fifty percent of the Dean of Student Affairs Office are generated. Half of the Dean of Student Affairs Office and Admissions and Records are supported through the California State University and Colleges General Fund rather than the Student Services Fee. The Dean of

Student Affairs traditionally has had some discretion in transferring positions and support monies among the departments delivering Health Services, Student Activities, Counseling, and Career Planning and Placement so long as the positions are in support of "related" student services activities.

The Study Group determined through its investigation that the present budgetary allocation process for the Division of Student Affairs is administered by the Dean's Office, though in consultation with each program Director. The Directors interviewed in this regard expressed an interest in becoming more involved in the allocation decisions. While the Study Group was certain that the actual allocation decisions were not expected to be materially different as a result of modifying the process, the interest on the part of the Directors in this aspect of program administration was strong. Relatedly, the Study Group was mindful of the relationship between the allocation of resources and the stated goals and objectives of the Division. It appears that this relationship needs strengthening, with the development of program priorities being a highly desirable outcome that would help "objectify" the resource allocation process.

b. Consumer Satisfaction

The concepts and terminology of consumerism are increasingly being applied to postsecondary education. Students are characterized as consumers who make educational purchases from the array of services offered by the education industry. Similarly, college catalogs are being viewed as a form of institutional advertising, admissions officers are being viewed as salespeople, and a student's registration is being conceptualized as a contractual agreement between buyer and seller. In short, consumerism is a student-oriented approach to postsecondary education, and it rests on two fundamental premises:

(1) First, it is important that students receive fair treatment in their roles as educational consumers;

(2) Second, some of the current practices in postsecondary education are not adequately responsive to student needs.

With regard to the application of the consumer theory to higher education, a great deal has already taken place. The most visible activity is in the form of governmental action: for instance, many states have broadened their licensing authority over educational institutions and have now established a set of "minimum standards" for institutional operation. At the federal level, the concern of the Congress for fair treatment of students is probably best exemplified by the addition of Section 493A to the Higher Education Act of 1965. Specifically, this deals with institutional and financial assistance information to students.

Another important development at the federal level is the creation of the Federal Interagency Committee on Education, a committee made up of representatives from the federal agencies. This committee began studying the issues of consumerism in 1972, has funded two national conferences on education consumer protection under the sponsorship of the Education Commission of the States, and released in 1975 a Federal Strategy Report for Protection of the Consumer of Education. This report calls for, among other things, institutional provisions for tuition refunds, the "full disclosure" of pertinent information about institutional educational programs (faculty, libraries), the development of a tuition-insurance corporation to protect students' financial interests when institutions close abruptly or file for bankruptcy, and the establishment, under the auspices of the Education Commission of the States, of a national information clearinghouse to receive and process student complaints and other data on institutional characteristics and programs.

Thus far most of the education consumer activity at the federal level has focused on informational safeguards on the belief that providing accurate and pertinent information to prospective students before entry into an education program will insure fair treatment and ultimately result in better consumer decisions.

But the consumerism notion is also receiving increased play within colleges and universities. In the California State University and Colleges, for example, the student government associations on the nineteen campuses are well organized and intent on being included to a larger degree in decisions relating to the utilization of the Student Services Fee. Along these lines, the CSUC Chancellor's Office recently issue an Executive Order requiring each system institution to establish a Student Services Fee Review Panel, a mechanism for eliciting student advice in budgeting and resource allocation involving the Student Services Fee.

The Commission is sympathetic to this trend, both nationally and systemwide, but suggests that the student perspective is equally valuable at the program level. For example, several of the Directors within the Division have established and are relying upon Student Advisory Boards in their policymaking decisions. The Commission urges the creation of such bodies for each of the Division's program areas. Another initiative which has not, to date, received ongoing attention is the insertion of the student consumer perspective in the program planning and evaluation process. With the San Diego State University student population undergoing important demographic and, predictably, service need shifts, the Division of Student Affairs cannot effectively administer its programs without consulting the population for whom the services are intended.

c. Staff Incentives

The Study Group determined that a crucial ingredient affecting the delivery of student services at the University is the motivational level and "student oriented" attitude of the service providers. Since most of the professional and clerical staff of the Division of Student Affairs have daily contact with students in conjunction with service delivery, in one sense the quality of those services is dependent on the staff to student interface. As expected, the program Directors confirmed this point and noted that in recent years there has been some dissatisfaction among Divisional staff with reference to the University's employment reward system. This reward system--employee position classification, evaluation, and corresponding performance incentives--was reviewed by the Study Group. At the heart of this matter are the classification standards for Student Affairs Officers and allied positions, which are administered by Personnel Services. The classification system, unfortunately, is little more than a longevity reward system. This situation has clearly eroded staff morale and, in some instances, created blatant inequities in terms of rank and salary within the Division of Student Affairs. Likewise, the merit raise, which amounts to a five percent salary increase once a year for employees evidencing "satisfactory performance," has become a meaningless formality. Almost every employee receives a merit increase, thus diminishing any distinction between performance levels and ultimately eliminating this avenue as a fruitful employee incentive mechanism. Finally, the once a year evaluation process for each employee appears to be little more than a superficial glance at employee performance and growth. This is not in the best interests of either the Division or student consumers, and probably does more to perpetuate mediocre and perhaps unsatisfactory student services delivery than any other factor. There are many options available to the Division in terms of upgrading its employee evaluation process; action in this area is urged.

d. Staff Development

Recognizing the special problems that service providers encounter in dealing with large numbers of students, often in less than adequate facilities, opportunities must be sought for assisting Division of Student Affairs employees in improving their skills and dissipating the natural accumulation of work-related frustrations. In pursuit of these goals, it is helpful to look at the concept of staff development. While it has always been preferable to hire staff with the requisite skills for outstanding service to the University, today's institutions of higher learning are constantly changing environments that produce new priorities and issues which, in turn, demand new competencies from employees. The attainment of these competencies cannot be left to chance or self-initiated improvement. Indeed, the efficient use of human resources implies ongoing in-service education and staff development. Staff development

> is not just a simplistic device or even a collection of devices for improving the skills of various staff members. Rather, staff development is central to the total organizational effort and response to change. It is less a technique and procedure than it is a philosophy and attitude. In educational institutions particularly, it reflects the heart of the enterprise. Staff members who stop growing cannot contribute to the growth of others.
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> [Beeler and Penn, 1978]

Staff development and in-service education can be conceptualized as a three phase process. In the first phase, new employees should receive orientation to the University and Division, and be trained, if indicated, specifically for their employment function. Such training should normally include a primer on San Diego State University students and how best to relate to them as service providers. In the second phase, opportunities should be designed so Divisional employees can, if they elect, upgrade their performance skills and develop new competencies as their position demands. Normally, such opportunities should be designed and offered in conjunction with employee evaluation. In the third phase, opportunities should be developed so that employees wishing to learn entirely new skills in support of position reclassification, transfer, or promotion can do so.

The Study Group noted that a Divisional Staff Development Committee has been designated. To date, this committee has focused primarily on organizing social functions, retreats, and a Divisional newsletter--important certainly, but relatively unsophisticated staff development activities.

The Division of Student Affairs must attend more closely to the developmental needs of its employees since there is a direct and demonstrable relationship between employee performance, satisfaction level, and the quality of the delivery of student life resources.

2. Problem Areas

a. Declining Resources

Given the University's enrollment shortfall during the past two years and resulting lowered funding base adjustment, the effects of Proposition 13 on all state agencies, and other external economic factors, the likelihood of declining resources for the Division of Student Affairs is a very real possibility. Within this context, the ambitions of the program Directors are unrealistic. Indeed, perhaps the only real possibility for new program initiatives and experimental services is through existing program consolidation, thus freeing new human and budgetary resources.

b. Program Priorities

The likelihood of an erosion of human and budgetary resources for the Division of Student Affairs is not only imminent but also complicated in view of the multiple funding arrangements which have been developed over the past several years and the longstanding program commitments which have followed. The Division receives budgetary support from the State General Fund and Student Services Fee, Associated Students, and federal and state governments in the form of grants and matching funding arrangements. A substantial budget reduction in one funding area creates imbalance among the remaining programs and services administered by the Division in terms of service priorities as well as the relative mix of primary student services and secondary services. Accordingly, this appears to be an appropriate time, prior to any mandated program or service reductions, for the Division to reassess and articulate its goals and objectives for the next several years. Moreover, in a period of declining human and budgetary resources, consensual agreement about Divisional program priorities is critically important, as these affect the rationale for the delivery of student support services.

c. Resource Allocation Process

Policies and procedures developed by the University's Office of Financial Management have, at times, been at cross-purposes with the Division's short and long term planning efforts. Inaccurate and untimely budgetary and personnel printouts, inconsistent communications from the Financial Management staff, the mystery which surrounds campus-wide budgetary allocation process, and the finalization of the University's operating budget so late into the academic year are symptoms of a more fundamental problem that must be remedied. At the Division level, the potential for substantial budgetary reduction underscores the value of broad participation in resource allocation decisions.

d. Potential Decline in the Quality of Student Life

It would be difficult to underestimate the impact on Divisional staff morale of a significant budgetary reduction. Many of the departments within the Division have already stretched their personnel and operational resources to the limit. An additional reduction, the anticipated loss of numerous CETA positions next summer, the augmented salary savings commitment added to the previous four percent requirement, the University's enrollment shortfall the past two years and the eventual consequences for Student Affairs formula staffing, and the effects of Proposition 13 on the University's funding base translate into significant reductions in both personnel and budgetary support. The collective consequences of these factors will have a direct and noticeable effect on the quality of student life at San Diego State University. To the extent that the quality of student life declines to a point where students have difficulty adjusting to the rigors of academic life and accomplishing their academic objectives, it is self-evident that increasingly both potential and continuing students will elect to attend other institutions of higher education.

Resource Persons: Dr. Daniel Nowak, Dean of Student Affairs; Dr. David Bearman, Director of Health Services; Dr. Edward Morton, Director of Student Resource and Information Center; Dr. Marvalene Styles, Director of Center for Counseling Services and Placement; Mr. Thomas Pearson, Director of Financial Aid; Dr. Stephen Barnes, Assistant to the Dean of Student Affairs; Dr. Don Harder, Ombudsman

L. Division of Student Affairs

The Study Group on the Division of Student Affairs reviewed the recent history, organization, philosophy, program priorities, and facilities of the Division. The relationship between these matters and the ability of the Division to deliver student life resources is obviously a direct one; a relationship which cuts to the very substance of the University as well as the Division's resource allocations, staffing patterns, and program effectiveness.

Recommendations

** The Commission believes the enhancement of the quality of student life at the University during a period of dwindling resources will depend on the ability of the Division of Student Affairs to:

-- Manage its resources more efficiently, including the option of elimination of unnecessary programs and services, program reorganization, and other means;

-- Form cooperative programming relationships in support of student life with the Division of Academic Affairs, the Associated Students, and off-campus constituencies; and

-- Pursue state, federal, and private funding for program innovation through competitive grantsmanship.

** The Commission recommends that the philosophy, priorities, and program objectives of the Division of Student Affairs be given more visibility and wider circulation within the University community. As existing budgetary resources for student support services decline in response to enrollment fluctuations and the changing economic climate of California, a restatement of the role of the Division as a learning reinforcement system is critically important.

** The Commission strongly recommends that the University give greater attention and place a higher priority on upgrading the facilities which house student support programs. The diffuse locations of these services and inadequate space in which many of these programs function are disadvantageous to campus student life.

1. Background and Comments

a. The Student Personnel Profession and Perspective

Although it has clear antecedents reaching back at least to universities in the Middle Ages, student affairs as a profession (or student personnel work as it has been called traditionally) is largely a phenomenon of higher education in the United States since 1900.

> The phenomenal growth and resilience of student personnel work are sources of constant amazement and its development vexing to many. Arguments abound as to whether it is a profession; some of its own practitioners show a lack of understanding about it; its future is frequently seen as tenuous; some prescient group or prophet is nearly always working at the task of reorganizing, reevaluating, reshaping or renaming it.
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> [Appleton, Briggs, and Rhatigan, 1978, p. 10]

Emerging largely from an abiding concern for the proper development and training of students and what Frederick Rudolph (1976) has called "moral purpose, values, and the reality of heaven," the profession began as an extension of the personalities of Deans of Men, Deans of Women, and college personnel officers. Thus, its unfolding is as colorful as it is varied in its efforts to accommodate the diverse needs of students in non-curricular areas. These early deans were decidedly humanists in an educative enterprise increasingly dominated by empiricists; their roles on the campus evolved, or as one historian has noted, the profession developed from the campus up, not from the theory down (Rhatigan, 1975).

The first formal statement of student personnel work as a profession occurred in 1938 under the auspices of the American Council on Education. The thrust of that statement was the concern for the primary development of students as whole persons in increasingly specialized educational institutions. In 1949, the statement was revised, culminating in the identifidation of three basic premises for the profession: first, the "student personnel point of view" defines students as whole persons, and stresses the uniqueness of each individual's background, interests, abilities, and potentialities. Second, this viewpoint holds that a complete educational experience requires opportunities for students to develop socially, emotionally, and physically as well as intellectually. Third, this point of view regards students as responsible participants in their own development rather than as passive recipients of some single economic, political, religious, or professional doctrine.

The student personnel perspective is very much in evidence at San Diego State University. Indeed, the perspective has been woven inextricably into the cloth of American higher education. Today, the student affairs area, as a subdivision of higher education administration, has assumed responsibility for individualized and specialized services and programs designed to enrich each student's collegiate experience.

b. A Short History of the Division of Student Affairs at San Diego State University, 1960-1979

The Division of Student Affairs at San Diego State University was developed and administered by Dean Herbert C. Peiffer, Jr., who, after twenty-five years of service to the institution, retired in 1971. Following a two-year nationwide search, the present Dean was hired and joined the University in 1973. The brief historical sketch which follows covers the period from 1960 to 1973, a time of rapid expansion for the Division that paralleled the growth and development of the University.

In 1960 the University's total undergraduate and graduate enrollment (head count) was 10,800. Student personnel services for this population were provided by an office of the Dean of Students; three Associate Deans responsible for admissions and records, activities, and counseling and testing; four directors with responsibility for placement and financial aid, health services, housing, and athletics (both intramural and intercollegiate); and a Graduate Manager. The Graduate Manager was responsible for so-called auxiliary services (food services, bookstore, Associated Students accounts, and alumni liaison) and reported jointly to the Business Manager and Dean of Students. A Student Union Coordinator reported jointly to the Graduate Manager and the Dean of Activities.

The 1958-1963 Accreditation Report revealed little of a substantive nature about the Student Affairs area. It must be concluded that each of the program components was functioning satisfactorily, and that the future, while unknown in the specific, held great promise for all academic and administrative units of the institution.

The 1963-68 Accreditation Report, on the other hand, reflects more of the details of the Division's somewhat sudden evolution. During this reporting period the Division hired seven full-time counselors, six with doctoral degrees. A full-time advisor for an emerging International Students Program and a selective service advisor were also appointed. In response to increasing numbers of returning veterans, a separate Veterans Affairs Office was established. An Educational Opportunity Program and Ombudsman's Office were initiated as well.

Equally noteworthy of the times was an improvement in the overall quality of student life at the campus, as reflected both by the construction of new student service-oriented facilities and the expansion of student activities opportunities. In the latter case, the number of on-campus student organizations reached two hundred, and the Associated Students reorganized its constituencies and chartered boards. The student union, known as Aztec Center, was officially opened in 1968 after more than three decades of planning and saving. A new Dramatic Arts facility was dedicated in 1967, adding significantly to the programmatic options of the Associated Students Cultural Arts Program. The West Commons, a food service facility, was completed to serve the needs of the western section of the campus. Finally, a new on-campus residence hall, accommodating 623 students, and an off-campus privately financed residence hall were completed and opened to students during this time period.

Turning to the years of 1968-1973, the Accreditation Report for this period noted that:

> During the past five years, the Division has maintained a posture of responsiveness to student and institutional needs, while developing at a pace complimentary to that of the campus. Despite the unusual period of time that the Division was without permanent leadership (1971-73), the Departments are in good form and are eager to fulfill their organizational potential. It is a unit prepared to critically evaluate its own needs and those of the University community.

In terms of organizational development, the Division underwent some significant changes during this period. The Admissions and Records Office was transferred out of the Division to the Vice President for Academic Affairs during Fall semester, 1973. This major move was deemed necessary to provide sufficient leadership for this vital program area. The Study Skills Center and Disabled Student Services programs were established during this time and assigned to the Division. All of the remaining departments--Career Planning, Counseling Center, Test Office, Financial Aid, Health Services, Housing, Ombudsman, Judicial Procedures, and Veterans Affairs--expanded both their staffs and service offerings. For example, the Counseling Center staff during this reporting period grew from seven full-time counselors to twenty-one. The Health Services staff reached the level of a director, ten full-time physicians, and part-time specialists in Ear/Nose/Throat, Gynecology, Dermatology, Orthopedics, and Radiology, one supervising nurse, fifteen full and part-time registered nurses, two LVNs, a senior clinical laboratory technician, one full and two part-time x-ray technicians, and a physiotherapist. Student visits to Health Services exceeded 55,000 in 1972-73.

Growth statistics for other Division programs were no less impressive in terms of staff expansion and the professionalization of services. By this time the student enrollment (head count) at the University was approaching 30,000, almost three times the number of students who attended the institution in 1960.

In 1973, Dr. Daniel B. Nowak, the present Dean of Student Affairs, joined the University. During the next five years the Division underwent numerous organizational realignments, program changes, and staffing shifts. For example, in 1974 the Study Skills Program, funded and staffed by the Division of Academic Affairs, was transferred to the College of Undergraduate Studies. The Test Office, viewed primarily as an academic service area, was also transferred to the College of Undergraduate Studies. Admissions and Records was transferred back to the Division of Student Affairs in an effort to provide sufficient leadership for this vital program area. The activities component of the University Counseling Center was spun out and used as a focal point for creating a Student Resource and Information Center.

In 1974, the Divisions of Academic Affairs and Student Affairs entered into a joint funding relationship in support of a "Student Dean" model in the University's Academic Colleges. These so-called Deans were assigned responsibility for a variety of services in their respective colleges for improving the quality of student academic life--assisting the academic department chairs and faculty in designing academically-related programs, social events, and informal learning opportunities for students. Additionally, they acted as the liaison officers with the Office of Admissions and Records to provide appropriate follow-up for newly admitted students with declared majors. This role has been expanded more recently to include staff consulting to various student organizations and groups, coordination of student records and profiles, expression of student needs and attitudes, and the foci of student retention systems.

Other major organizational changes included a brief experiment in 1976 with a modular administrative format for the Division's twelve program areas. Basically the idea was to divide the programs among three Associate Deans who would assume formal coordinating responsibilities for the specific programs under their guidance. The inability to fill two of the Associate Dean positions in a timely manner and a preference on the part of some Directors to work directly with the Dean resulted in the abandonment of the modular concept in 1978 and a return to a "flat" organizational structure in which all program Directors report to the Dean of Student Affairs. A committee structure was devised to supplement this administrative model and to provide for problem resolution, policy development, and divisional planning. The program Directors, Associate Deans and Assistant to the Dean serve on at least one of five standing committees: Advisory Committee, Budget Committee, Personnel Committee, Staff Development Committee, and Research Committee.

In 1976, as a mutually developed program between the Divisions of Academic Affairs and Student Affairs, the University Advising Center was created. The principle objective of the Center is to assist students without declared majors to establish or clarify their educational goals and to understand the University's academic requirements.

Today, the Division of Student Affairs consists of twelve primary service areas, and liaison responsibility with Aztec Center (student union), Associated Students, and Assistant Deans in the Academic Colleges (see Appendix X). The Division employs 270 professional and administrative-support personnel, and approximately 231 student assistants.

c. Philosophy of the Division of Student Affairs

It would be misleading to suggest that the Division of Student Affairs at San Diego State University has a systematic and formal philosophy. It does not. But there are four broad concerns which are generally shared by the professional staff members of the Division and which coagulate, in a sense, into a professional commitment. They are as follows [Source: Administrative Review, Dean of Student Affairs, San Diego State University, Spring 1978]:

(1) By adhering to what has traditionally been labeled the "student personnel point of view," Student Affairs is concerned with facilitating student development. By continuing to subscribe to the "student personnel point of view," it is not being suggested that student personnel approaches geared to the 1950s are still in vogue. Indeed, the role of Student Affairs has changed rather dramatically during the last two decades as a result of increased student enrollments, greater heterogeneity in the student population, and the demise of in loco parentis and the general uplift of student legal rights. Nevertheless, a foremost concern continues to be that each student's collegiate experience should represent an opportunity for developing one's unique potentiality.

(2) Student Affairs is committeed to the central education mission of the University and sees its role as important to that mission. Nothing of what we do is intended to substitute for the core experience of the University--the experience that can accrue only by the encounters of students with teachers and with the curriculum. Student Affairs recognizes that human development occurs within all societal institutions--of which the University is but one. However, unlike other institutions, the University has as its prior mission the academic experience. All that we do in Student Affairs is intended to complement the academic process--encounters between students and faculty within the context of the University--by providing a different dimension to the student's learning experience.

We see ourselves as educators--but make little use of the formal classroom. The campus is our classroom--its residence halls, offices, meeting rooms, and club rooms. We take the human situation as the point of departure to facilitate the student's development. We see our relationship to the faculty as one of partnership in which we work closely with the faculty to help ensure that students obtain the greatest benefit from their educational experience.

Student Affairs has a special mission then to create an out-of-class atmosphere with appropriate challenges and opportunities that will encourage students to use an intellectual approach to their extra-curricular activities, to seek new facts and experiences, to analyze, discriminate, question, judge, and weigh--rather than to obey impulse, accept tradition or fad, or follow the easiest path.

All of this means that Student Affairs seeks to provide programs and services designed to assist each individual to become a successful student. Relatedly, we serve as a catalyst for promoting communication among faculty, students, and administrators on issues of concern to all three groups. More specifically, Student Affairs programs, services, and other related student activities are designed to support the learning process in the following ways:

(a) By assisting students in dealing with obstacles that prevent them from gaining maximum value from their academic experience;

(b) By facilitating constructive changes in the University, including those involving exploration and development of nontraditional learning settings; and

(c) By encouraging students to identify, synthesize, interpret, and benefit from the many experiences and resources that the University offers.

(3) Student Affairs has a special responsibility to encourage the "humanization" of the educational environment of the University. Much has been written in recent years about the alienation, loneliness, and depersonalization experienced by young persons throughout the nation. Our own interactions with countless students confirm the prevalence of such feelings. Further, no two students come to us with the same kinds of levels of abilities and motivations, with parallel life experiences, or with common cultural heritages. Thus, we believe that there is value in personalizing the education experience--to developing the ability to recognize and respond to important individual differences. Personalizing the educational process in order to enhance student development is the responsibility of the entire University. While many persons throughout the University contribute to this process, the faculty and students have a right to expect that Student Affairs will make a special effort to create additional opportunities for "humanization" to occur.

(4) Student Affairs is committeed to helping the University fulfill its responsibility to meet the education-related needs of diverse student groups. Until recent years, most programs and services offered through the State University system were geared largely to the needs of a homogeneous student population: young, Anglo, middle class, with provision of specialized assistance for foreign students. During the last fifteen years, however, increasing numbers of students have enrolled who do not fit this profile with regard to their race, ethnic background, socio-economic class, age, or disability. Similarly, a greater number of physically handicapped students enroll each year. Student Affairs supports this trend toward increased heterogeneity not only because the University has a societal obligation to provide educational opportunities for such groups but because their very presence enhances the educational environment.

Student Affairs will continue to ensure that its staff members are responsive to the particular needs and goals of diverse student groups while recognizing individuality of members within each group. Additionally, Student Affairs will continue to provide or assure the availability of specialized programs and assistance for students who have particular education-related needs due to their ethnic group membership, socio-economic status, age, or physical handicap.

It is the assessment of the Study Group that these four concerns have often played a central role in the program emphasis and administrative style of the Division of Student Affairs during the custodianship of the present Dean. They have also had some, though a less direct, effect on questions of staff selection, program priorities, and resource allocation. More than ever before, it is important for the Division to state its philosophy or basic assumptions in terms that are defensible and compelling in the 1980s, and which provide a solid basis for establishing program priorities and objectives which will enhance the quality of student life in a period of fiscal uncertainty for postsecondary education in California.

2. Problem Areas

a. Maintaining the Quality of Student Life

The probability of declining human and budgetary resources for the Division of Student Affairs has been noted in other sections of this report. The issue before this Commission and, indeed, the University community, was how to maintain, if not improve, the quality of student life in the face of fewer resources for student support programs. There can be no simple answer to this question; the complexity of the question itself demands deliberate and detailed planning, consultation with students and faculty, and a determination by the Division of its own service priorities in terms of both primary and secondary programs. Clearly one option for maintaining current programs and services at their present level in a declining economy is to seek new funding sources, perhaps through joint programming arrangements, which to date have worked well, with the Associated Students and Division of Academic Affairs. A second option involves the possibility of departmental reorganization to encourage resource pooling and program consolidation. A third option might include the establishment of student use fees for the provision of specialized student services which are beyond the statutory responsibility of the University. A fourth option is for the Division to pursue more aggressively state, federal, and private funding sources through competitive grantsmanship. The Commission is not in a position to recommend attention to one option to the exclusion of others. Rather, the warning is that in the absence of cost-effective management and the infusion of "new money" into the Division, the quality of student life on this campus will most assuredly decline. That is an outcome which, in all likelihood, would strike deeply at the heart of the University and its ability to attract and retain students.

b. Interface with Academic Areas

The Division of Student Affairs has not been remiss in its efforts to establish ties with instructional elements within the University. These efforts have manifested themselves primarily through the development of the "Assistant Dean for Student Affairs" model in the Academic Colleges and the co-establishment, with the Division of Academic Affairs, of the University Advising Center. Relatedly, several Divisional staff members are engaged in teaching on campus, and the Center for Counseling Services and Placement serves as a training facility for counseling graduate students. These bridges to the faculty are important and vital links which foster mutual understanding and appreciation. The Commission commends them and urges their continuation.

However, what has not received proper attention by the Division is the articulation of its role in creating a progressive and stimulating learning environment on the campus. The Commission believes that the Division of Student Affairs contributes significantly to the learning environment through its support programs and services. While some of these programs are designed to ensure that students are healthy, housed, financially sound, and properly registered in their courses, other programs are truly educational by assisting students in the clarification of their values, academic goals, and career objectives. In their aggregate, the Division's programs are viewed by the Commission as necessary complements to the University's teaching and research mission. This function, a kind of learning reinforcement system, is not well understood by the faculty or, for that matter, by San Diego State University students. If a major challenge facing the University is to revitalize itself periodically by reviewing its purpose, values, governance structure, and sensitivity to changing student characteristics and interests, then likewise a major challenge for the Division of Student Affairs is assuming a visible role in that revitalization or renewal process.

c. Space Impaction

During the past several years the growth of student services--represented by new program initiatives, staff expansion, and increased service demands by students--has necessitated the improvement of campus facilities which are occupied by the Division. A brief survey of the current status of these facilities will document the Commission's concern in this area.

(1) Admissions and Records. After a prolonged investigation of reorganization options, Admissions and Records received a significant commitment to remodel the inefficient space they were assigned. This effort has greatly contributed to better facility utilization, materials access, and personnel interaction. However, a serious problem remains. The well-designed reorganization of this area has not overcome the basic lack of space that has been made available to Admissions and Records relative to their demonstratable needs. Analysis of Admissions and Records activities on other campuses, both public and private, continues to reinforce the contention that inadequate space remains a major barrier to upgrading this department. Admissions and Records houses over one hundred staff members who interact with our 30,000 students; the department also processes an annual student applicant load in excess of 25,000 persons. Since this single department is one of the few offices that prospective, new, and continuing students will see, it is imperative that it be capable of projecting and realizing an inviting and efficient image of the University.

(2) Counseling Services and Placement. The present condition of the facilities assigned to Counseling Services and Placement are woefully inadequate. In 1977-78 the Placement service hosted 430 recruiters representing over three hundred employers. These people were obligated to interview 5,000 students in converted hallways, borrowed offices, and cramped niches. In addition to this effort to provide full time employment opportunities, the office also received in excess of 37,500 student inquiries regarding assistance in securing part time jobs. However, even within this unsatisfactory environment the Placement staff has been able to convince more businesses to schedule interviews on campus. While this is encouraging, it further complicates the space problem and underscores the need to improve these accommodations if the University wishes to maintain a competitive posture within the employment community.

(3) Disabled Student Services. After several years of planning, the Disabled Student Services Office now meets minimum standards for the level of programs offered and the numbers

of students assisted. Given the increasing numbers of disabled individuals seeking the benefits of higher education in this region, combined with recent federal/state legislation to ensure this avenue of life preparation, it can be anticipated that the present facilities will soon fall below the standards for expected utilization.

(4) Educational Opportunity and Minority Programs. Like the Disabled Student Services, the Educational Opportunity and Minority Programs have only recently secured adequate office and support program space. While the operation is still in several locations, its basic needs have been met for the present and should allow for limited program growth.

(5) Financial Aid. Until late 1975 this department suffered from both insufficient space and inadequate staff size. However, a much needed systemwide correction to the personnel formula for financial aid was finally enacted which greatly enhanced the operation and required a much needed addition of total assigned space to this office. While the department currently enjoys an equilibrium in terms of staff/space, increasing workloads to satisfy the proliferation of paperwork aligned with this service may soon impact the office.

(6) Housing and Residential Life. This department recently relocated to the "open landscape office" conversion of the Campus Lab School Auditorium. The move is a major step forward in alleviating the crowded conditions this department has worked under for years.

(7) International Students Office. This department recently relocated to the Richardson House, along with the International Programs (Study Abroad), on Hardy Avenue. This location is a vast improvement over the previous arrangement, but it is temporary. Under current plans the Richardson House will be razed during the 1979-80 academic year to accommodate a parking structure. Thus, it will be necessary to identify another location for the department.

(8) Ombudsman. There are no formal assigned facilities for this operation beyond the year-to-year agreements that have existed between Student Affairs and Aztec Center.

Presently, the Ombudsman is located in space provided by the Associated Students in the student union. Were the students no longer willing or able to make this area available, it would be very difficult to absorb the Ombudsman into space currently allocated to the Division of Student Affairs.

(9) Health Services. Although a detailed analysis was made three years ago regarding major problems associated with the new Health Services building, no significant remodeling has taken place. Facilities Planning and Management is aware of the numerous problems within this area, but are unable to assist because the Chancellor's Office has elected not to accept these deficiencies as an obligation of the State. Dating back to January 1975, the admittedly poor air circulation has been associated with health problems for the staff, such as neck aches, headaches, and sinus congestion. This is more than just an annoyance, it is a hazard which has caused a rise in the number of staff absences due to sickness.

It is clear from student utilization patterns that current building space is inadequately designed to meet patient needs. Several areas will require remodeling in the hear future; they include, but are not limited to, the Pharmacy, Acute Care (plus storage area), the Physical Therapy and Day Rest Area, as well as the General Practices Area.

(10) Student Resource and Information Center. This department has also relocated in the Campus Lab School Auditorium. It is anticipated that this space will adequately meet the needs of the department for the time being.

(11) Veterans Affairs Office. This department is a "soft money" operation funded by the federal government and housed in space rented from the Foundation. Currently the Veterans Affairs Office has adequate quarters for its staff/programming.

(12) Judicial Procedures Office. This office shares quarters with the Department of Public Safety, a physical association which encourages students to perceive this office as an adjunct of the University Police. A better location which facilitates personal counseling and a distinct program identity is indicated.

Section IV:

SUMMARY AND CONCLUSIONS

A. Nature and Purpose of the Commission on Student Life

In the fall of 1977, the Dean of Student Affairs convened the Commission on Student Life, the first major attempt at long-term planning and goal-setting for the delivery of student life resources at San Diego State University. The purpose of the Commission was to undertake, in a formal and deliberate sense, a comprehensive review and evaluation of campus programs and services which contribute to student life. Based on this evaluative process, the Commission was asked to relate its findings to two broad concerns: 1) are San Diego State University students being effectively served by the University in terms of present (and future) needs, interests, and problems, and 2) what changes should be instituted to provide exemplary academic and academically-related services at the University which will ensure an optimal quality of student life now and into the 1980s?

The Commission membership consisted of twenty-one persons: University students, faculty, and staff; representatives from area community colleges and high schools; a representative from the San Diego State University Cooperative Campus Ministry; and a representative from the Office of the Chancellor of The California State University and Colleges.

1. Defining "Quality of Student Life" and Stating Basic Assumptions

As a starting point in the Commission's evaluation of campus programs that contribute to student life, it was necessary to develop a working definition of "quality." What do we mean by "quality of student life?" How would one go about assessing the qualitative aspect of student service programs? Do budgetary resources affect the definition of quality? What is the relation of quality to values--student, faculty, administrative, and legislative? What standards are held throughout the University to monitor quality? These were some of the initial questions considered by the Commission, and although this inquiry did not yield anything akin to an equation of quality, there were several important outcomes from this questioning process. First, the Commission decided to view student life in terms of those identifiable needs which are generally considered essential to the intellectual, social, cultural, and moral growth of students. Second, the assessment of quality, then, would have to involve a determination of whether those needs were being provided for and, if so, how effectively. An orderly assessment of effectiveness clearly required the Commission to review and evaluate those non-academic programs and services which purported to assist student development. Third, and finally, the Commission realized it was important to identify and state its assumptions about the nature of the University, students, the campus environment, and postsecondary education since these assumptions could reasonably be expected to affect the outcome of the Commission's work. Stated in general terms, those qualifying assumptions were as follows:

a. Through deliberate planning and careful resource allocation, San Diego State University can have a positive impact on the quality of student life on the campus.

b. The explosive enrollment growth San Diego State University experienced during the 1960s and early 1970s and the resulting form of institutional governance which emerged in response to this period of expansion have contributed directly to the decline of collegiality, humanism, and points of meaningful contact between students and the faculty on the campus.

c. Budgetary and human resources presently available to San Diego State University will become less plentiful in the future, diminishing in direct proportion to downward economic trends, predicted enrollment (full time equivalency) declines for postsecondary education in California, and limitations on government spending. Given this inevitable erosion of resources, efforts to improve the quality of student life on the campus must come through program and curricular restructuring rather than program and curricular expansion.

d. Student development--the application of human development concepts in postsecondary education settings to assist students, faculty, and staff to become more effective people, achieve self-direction, master complex tasks, and become interdependent (the enrichment of the human experience)--is the responsibility of all members of the University community, not just the Division of Student Affairs.

2. Areas of Investigation and Methodology

The Commission initially identified ten areas of study which served as a foundation for its investigation of the quality of student life on the campus. These ten areas were general background on San Diego State University students; academic environment and student development; University life, programs, activities, and residential life; University policy; nontraditional students; student affirmative action programs; international students and services; general student services; Imperial Valley Campus; and the Student Affairs Division. Although these study areas were comprehensive and covered most aspects of student life at the University, the time constraints placed on the Commission as part of its charge required further refinement of these subject areas into more manageable units. As a result, the Commission left some important subject areas and issues for future study.

Individual members from the Commission were assigned to one or more of the above study groups. Each group was responsible for further refining its topic area, devising its own methodology for collecting and assessing pertinent information about the campus and students, and developing recommendations for review, revision, and approval by the entire Commission. While the actual data collection process differed from study group to study group, some of the research techniques employed included literature reviews; group discussions; visitations to those student service departments under review; interviewing University officials, students, faculty, and staff; open hearings; and surveys.

During the course of its work the full Commission met a total of fourteen times. The study groups met as necessary to complete their specific study assignments.

B. Findings and Conclusions

The investigation undertaken by the Commission on Student Life determined that, despite some gaps in staffing and programmatic efforts, student life at San Diego State University is heterogeneous and supportive of the educational mission of the institution. In a recent survey of undergraduates (see Appendix Y) ninety-two percent of the San Diego State University student sample polled expressed satisfaction with campus life, and seventy-seven percent indicated they were satisfied with the community atmosphere at the University.

Frequent complaints cited by students about the campus include references to difficulties in getting desired classes, registration procedures, crowded classrooms and campus facilities, and parking problems. Most students are highly pleased, however, with the quality of instruction, campus activities, and are generally aware of and satisfied with student support services.

The character of the student population, largely part-time commuter students, creates an array of challenges for the faculty and student services providers. For example, a recent survey of San Diego State University students indicated that twenty-one percent of the students are generally on campus only on Tuesdays and Thursdays; twenty-five percent are generally on campus only on Mondays, Wednesdays, and Fridays; thirty-four percent are generally on campus only during the morning; fifteen percent are generally on campus only in the afternoon; and twelve percent are generally on campus only in the evening. On the average, San Diego State University students spend twenty hours per week on campus, and sixty-four percent of the student population is employed either part-time or full-time. These data illustrate the limited amount of time many students actually spend on the campus. When they are here, their time is obviously at a premium and the resulting demands made on the faculty and student services departments for advising, counseling, health care, and other forms of assistance frequently exceed the service capacity of the institution.

The Commission on Student Life believes that attendance patterns of San Diego State University students, crowded conditions on the campus, and unavailability of "instant" support services for our busy, part-time students may discourage utilization of important student life resources--those resources being the faculty, professional staff, Associated Students programs and services, Aztec

Shops, Cooperative Campus Ministries, and excellent University facilities. The fundamental challenge for the campus now and into the 1980s, then, is how to overcome these conditions so that more students can and will avail themselves of the opportunities for personal exploration and growth which exist at the University.

1. Are San Diego State University students being effectively served by the University in terms of present (and future) needs, interests, and problems?

   In addressing this vital question the Commission on Student Life came to appreciate the extent to which the identification of student needs, interests, and problems should reasonably precede the design and delivery of student support services. The capacity of the institution to assess student needs most certainly exists, as noted throughout this report, but in practice the needs assessment step is frequently omitted in decisions regarding the allocation of human and budgetary resources in support of student life activities. A number of the Commission's recommendations, summarized below, are intended to strengthen the needs assessment process and clarify communications between the University and its students.

   In terms of student services effectiveness, the second component of the above question, the Commission found that the Division of Student Affairs of San Diego State University is the main provider of traditional student life resources:

   -- Admissions, orientation, and registration assistance
   -- College and high school relations, student recruitment
   -- Health care
   -- Counseling and advising services
   -- Career planning and job placement assistance
   -- On-campus housing
   -- Financial aid and scholarships
   -- Ombudsman and student grievance process
   -- Student discipline
   -- Fraternity and sorority coordination
   -- Student information and activities advising
   -- Specialized support services for minority and disadvantaged students, handicapped persons, international students, and veterans

The provision of these services is done professionally and, in most cases, economically. However, the probability of declining human and budgetary resources for the Division of Student Affairs has been noted in other sections of this report. The issue before this Commission and, indeed, the University community, is how to maintain, if not improve, the quality of student life in the face of fewer resources for student support programs. There can be no simple answer to this question; the complexity of the question itself demands deliberate and detailed planning, consultation with students and faculty, and a determination by the Division of its own service priorities in terms of both primary and secondary programs. Clearly one option for maintaining current programs and services at their present level in a declining economy is to seek new funding sources, perhaps through joint programming arrangements, which to date have worked well, with the Associated Students and Division of Academic Affairs. A second option involves departmental reorganization to encourage resource pooling and program consolidation. A third option might include the establishment of student user fees for the provision of specialized student services which are beyond the statutory responsibility of the University. A fourth option is for the Division to pursue more aggressively state, federal, and private funding sources through competitive grantsmanship. The Commission was not in a position to recommend attention to one option to the exclusion of others. Rather, the Commission's conclusion was that in the absence of cost-effective management and infusion of "new money" into the Division, the quality of student life on this campus will most assuredly decline. That is an outcome which, in all likelihood, would strike deeply at the heart of the University and its ability to attract and retain students.

Looking beyond the Division of Student Affairs, the Commission has acknowledged throughout this report the significant contributions of the faculty and staff, Associated Students, Aztec Shops, Cooperative Campus Ministries, and Division of Academic Affairs to campus life. These programs, activities, and personal commitments are vital links in the student life network that exists here, and augment the traditional student services provided by the Division of Student Affairs. In brief, the services and program support available to San Diego State University students through these sources include:

-- Faculty and staff: academic advising, personal counseling, participation in student activities
-- Associated Students: student leadership and University service opportunities, financial support of clubs and organizations, cultural arts programs, recreation, intramural sports, leisure classes, outdoor programs and equipment rental, Crafts Center/classes, Mission Bay Aquatic Center/classes, Aztec Center, and joint support with the University of special programs or projects of direct benefit to students
-- Aztec Shops: bookstore, food service
-- Cooperative Campus Ministries: counseling, Campus Y, activities and classes, off-campus human and educational experiences
-- Division of Academic Affairs: study skills programs, academic advising and counseling, student activities support within the academic colleges, international study programs, and extension courses and programs

The breadth of student life resources at San Diego State University is impressive and, in most cases, responsive to obvious student needs and interests. Students who are aware of these resources and capable of seeking them out almost invariably profit from the experience, if not from the service itself. Nevertheless, the Commission detected significant staffing and programming gaps and, in some cases, too little emphasis being placed on certain fundamental programs. Specific findings of this nature formed the basis for most of the Commission's recommendations.

2. What changes should be instituted to provide exemplary academic and academically-related services at the University which will ensure an optimal quality of student life now and into the 1980s?

It was the conclusion of the Commission on Student Life that the entire University community should be praised for its contribution to campus student life. Likewise, the entire University must share the responsibility for maintaining and improving the quality of student life at San Diego State University both now and into the 1980s. The achievement of this worthy goal, in the face of predicted enrollment shortfalls and fiscal challenges, will most definitely require vision, teamwork, and the continuing allocation of substantial human and budgetary resources. In particular, new incentives must be found which will encourage greater personal contact, in both academic and non-academic settings, between faculty and students.

In terms of planning for the future, the Commission was of the mind that the best investment the University can make for the future is responsible and responsive student services management today. Through the development of more efficient and personalized mechanisms for student services delivery, the University will find itself in an excellent position for embracing the unknown educational realities of the future. Within this context, the Commission hopes its major contribution to San Diego State University will be serving as a catalyst for institutional self-evaluation of University goals and student services objectives.

3. Areas and Issues Warranting Further Study

The necessary exclusion of subject matter from the Commission's consideration did not mean that these areas were any less salient than those topics which dominated our attention for a year and a half. Rather, practical concerns and time constraints made it necessary to conduct a selective investigation. Below is a listing of areas and issues which were compelling but which were not studied in depth by the Commission. They are presented here as matters warranting further study.

a. Greater attention and study should be given to demographic shifts among the San Diego State University student population, and the implications these shifts have for the design and delivery of student life resources.

b. The University should undertake a study of how it can more cost-effectively utilize classroom and library space, with particular attention being given to the enrollment and study preferences of nontraditional students.

c. The University needs to determine and then achieve, for both short-term and long-term planning purposes, the desired balance between full time and part time study, day and evening course offerings.

d. Preliminary information made available to the Commission suggests that large numbers of students withdraw from the University for health-related reasons. This matter warrants further investigation.

e. Presently the demand for on or near campus housing far exceeds available space. The University should review this critical area and determine whether the construction of additional residence halls and/or family-style apartments is desirable and feasible at this time. This feasibility study should also address: 1) the connection between on-campus student housing and the quality of campus life, 2) the relationship between declining student enrollment and the shortage of on-campus housing, and 3) the role of the University in the area of off-campus student housing.

f. The University should clarify and formalize its relationship with and interest in national Greek letter fraternities and sororities.

g. A reexamination of the mission of the Imperial Valley Campus is indicated. Of particular concern to the Commission is the matter of which student life resources should be made available at the campus, and at what level.

h. The University should conduct a study of international education at San Diego State University for the purpose of determining both the desired number and mixture of international students in various academic programs.

i. The Division of Student Affairs should address the feasibility of incorporating into its programs and service offerings the Cooperative Campus Ministry, retired faculty and staff, and persons external to the campus who are interested in significant public service.

C. Recommendations of the Commission on Student Life

1. Campus Information Needs for Student Life Planning

** The Campus Information Systems' Office of Institutional Research should be provided with the necessary resources and support to expand its master file to include additional demographic information about the San Diego State University student population.

** The Commission strongly recommends that the Division of Student Affairs develop and implement a reliable means for assessing student interests, opinions, and needs as a basis for divisional planning and program resource allocation. This type of information would also be of general interest to the entire University community, and most certainly to the Associated Students, Senate, and Division of Academic Affairs in their policy deliberations and/or yearly budget allocation processes.

2. Academic Environment

a. Orientation

** The Commission recommends that a comprehensive orientation program be developed which provides for a common core of experiences for new students, while also providing for focus on the special needs of such groups as Educational Opportunity Program Students, those with special disabilities, and older students. This comprehensive plan should incorporate the introduction to the major as well as participation by the Study Skills Center.

** Orientation activities should be provided during the registration period, or even into the first week of school, to encourage participation by those who cannot or do not attend the various summer orientation activities.

** Greater faculty participation should be encouraged. An expanded introduction to the major might include small groups of students having an opportunity to discuss the program with two or three faculty members.

** An effort should be made to distribute the introductions to various majors over several days to facilitate exploration of various alternatives by the students while limiting the time commitment for faculty members to a reasonable level.

** The Commission recommends that efforts continue to educate all segments of the University community to the existence and value of orientation programs. Students must be encouraged to take advantage of the introduction to the major. Faculty must be encouraged to participate in the orientation process. The administration must be encouraged to provide University-wide support for these important programs.

b. Registration

** The Commission recommends that the Student Affairs Division facilitate the effective presentation of the student viewpoint in the overall registration procedure, including course offerings and class schedule. It should keep, and be kept, apprised of prospective policy and procedure changes so that the student viewpoint can be obtained and transmitted early enough in the decision-making process to make this input meaningful. At issue here is building equity, reasonableness, timeliness, adequate course availability, and humanism, as defined by San Diego State University students, into the registration process.

** The Commission recommends that classboards and registration workers use course and section numbers instead of or in addition to course serial numbers, in order to establish some common basis for communication between student and worker.

c. Academic Advising

** The Commission recommends that the Undergraduate Division continue its efforts to coordinate academic advising activities in the University Advising Center and the Academic Colleges, including the dissemination of information, and receive, consider, and respond to the many thoughtful proposals that have been drawn up by various individuals and institutional committees for a systematic procedure to ensure that every student is adequately advised in developing a coherent academic program, whether or not advising is voluntarily sought by the student (see Appendix G).

** The Commission recommends that the Assistant Deans for Student Affairs and the Undergraduate Division work more closely together and with the units under their supervision to define the various roles in advising. The students are not well served by parochialism within and competition between academic advisors. Advisors should be helped to recognize limitations in their own expertise as well as the competency of others. It is necessary to avoid segmentation of service that sends the student from one place to another.

-- General advising functions dealing with such questions as general academic procedures and early program planning for undeclared majors, should be concentrated in the University Advising Center. Whenever possible, undeclared majors should be referred for advising to the Assistant Dean in the Academic College in which the student expects to declare a major;

-- The Assistant Deans for Student Affairs should be supported by their respective Academic Deans on the utilization and training of faculty members for academic advising;

-- The Center for Counseling Services and Placement should not offer academic advising except as an incidental to counseling. For purposes of counseling, it should work with the various academic departments which have developed or are developing career information for their majors, and refer students to appropriate academic advisors for selected majors; and

-- A trained evaluator should be available to the University Advising Center, and in any case in which the student is advised that a transferred course is acceptable for a degree program, this assessment should be formalized and binding.

** The Commission recommends that students be strongly encouraged or required to obtain thorough advising before entering a new major. Every effort should be made to ensure that this represents a considered choice as opposed to simply change of direction. The Undergraduate Dean should institute a thorough review of the introduction to the major for new and transfer students, including its purpose, form, and timing.

d. Faculty/Student Relations

** The Commission recommends that the Division of Academic Affairs and Division of Student Affairs develop a demonstration grant proposal for the Fund for the Improvement of Postsecondary Education, Department of Health, Education, and Welfare, to assist in designing a series of programs for enhancing the quantity and quality of faculty/student contacts.

** The Commission recommends that the Associated Students be encouraged to allocate funds to grassroots councils in the Academic Colleges to be used exclusively for the initiation of small faculty/student programs of both an academic and non-academic nature.

** The Commission recommends that the rights and responsibilities of both students and faculty be clearly defined and distributed throughout the campus community. These rights and responsibilities should also be incorporated into the New Student Orientation Program.

e. Relations with High Schools and Community Colleges

** The Commission recommends that University freshmen, around the time of matriculation, undergo an academic needs assessment. The results of this evaluation would assist the University by providing empirical data upon which to review academic policies, thus better meeting student needs. In addition, this information, when shared with the sending high schools, would assist the secondary school systems in better preparing their students for higher education.

** The Commission recommends increasing the number of formal contacts made with secondary school students who indicate interest in attending San Diego State University. The parents of these potential San Diego State University students should also be contacted early in the recruitment process since they can provide the necessary motivation for postsecondary education and assist their son or daughter in the selection of an appropriate college or university.

** The Commission recommends that the Division of Student Affairs, through the School Relations Office and Assistant Deans for Student Affairs, encourage the establishment of lines of communication with community colleges and high schools in the region. In addition, high school counselors should be invited to the campus on several special days each year to meet with their respective former students. This would result in a firsthand academic needs assessment which, ideally, would have important implications for the high school and community college instructional programs as well as academic planning within the University.

** The Commission notes that the Dean of the Undergraduate Division has responsibility for promoting the articulation of academic programs between San Diego State University, the community colleges, and the high schools. It is recommended that this responsibility be broadened to include acquiring appropriate articulation information for each of the community colleges within California which send large numbers of students to the University.

3. Nontraditional Students and Their Service Needs

** The Commission strongly recommends that San Diego State University expend far greater effort and resources in understanding and responding to the demographic shifts among postsecondary education students in California, particularly those students electing to attend this institution. This effort should include both a more precise identification of the characteristics of the University's undergraduate and graduate populations and a more incisive understanding of their educational and educationally-related needs (see Recommendations related to Campus Information Needs for Student Life Planning). Ultimately, this should result in the development of an institutional mission statement that indicates the University's educational responsibility as a major, regional center for higher education.

** It is recommended by the Commission that the Divisions of Academic Affairs and Student Affairs jointly establish and staff an Office for Nontraditional Students that will have as its charge the development or coordination of the following:

-- A Commuter Student Outreach Program that will attempt to increase the quality of the educational experience of nontraditional students through educational and cultural programming in their residential communities, with special attention to minority communities;

-- The development of a commuter student resource center that ties into the University of Maryland Clearinghouse for Commuter Information;

-- A study of the etiology and reduction of stress placed on the families of working parents who attend college on a part-time basis;

-- A specially designed curricula package for students on a protracted degree cycle that emphasizes connections between bodies of knowledge rather than the traditional separation of academic disciplines, that captures both the cognitive and affective aspects of human development, and that ensures a liberal arts foundation regardless of the students' area of academic focus;

-- The design of short (half-day) intensive workshops for faculty and part-time students that focus on skills building such as written and oral expression, problem-solving, research methodologies, computer applications, etc. ;

-- A strategy for more efficient use of classroom and library space, given a substantial nontraditional student body;

-- Policy and procedural incentives for part-time study; and

-- a full array of courses and services for evening students.

** Based on available evidence, including demonstrable educational needs which exist within the University's service area, the Commission believes the immediate expansion or creation of satellite educational programs making greater use of modern technology (e.g., instructional television, library cassette tape centers, newspaper courses) in east county, north county, and south county should be a high institutional priority.

a. Older and Part-Time Students

** Current University procedures pertaining to application time periods and leaves of absence should be relaxed to encourage greater part-time study.

** Academic course offerings and degree requirements should be reviewed and, where necessary, restructured to eliminate hindrances to part-time study. If, for some reason, this is not feasible for certain majors, students should be informed of this potential problem at the earliest possible date by an academic advisor or the major department. Ideally, this kind of consumer information should be readily available in campus publications.

b. Graduate and Post-Baccalaureate Students

** The Graduate Division should review current procedures for processing graduate applications for admission. It is recommended by the Commission that a greater effort needs to be made in processing these applications promptly and then notifying the applicants of either their acceptance or any problem forestalling admission.

** The Commission recommends that a streamlined admissions procedure be developed for post-baccalaureate students as a means of stimulating this level of continuing education; the present system serves to encourage post-baccalaureate students to enroll elsewhere.

** The Division of Student Affairs is encouraged by the Commission to explore the feasibility and general interest in developing out-of-classroom programs for enhancing graduate and post-baccalaureate student identity and sense of community.

** The Academic Colleges and departments should formally recognize the importance and vitality of graduate student advising and uniformly assign instructional release time for this function.

** Admissions and Records should extend the evening registration hours to 7:00 p.m. during the arena registration.

** Admissions and Records and Personnel are urged to improve the registration procedures for fee waiver program students, to include their possible registration during the normal registration period and the prior approval of a list of acceptable classes.

** The University Advising Center should have clearly identified personnel both outside and inside registration.

** The Vice President for Academic Affairs is strongly encouraged to issue a directive to all academic departments to remain open with academic advisors available during all hours of the registration period.

4. Student Affirmative Action

** The Commission has determined that there is an immediate need to improve the institution's affirmative action performance. Accordingly, it is recommended that the position of Affirmative Action Coordinator at San Diego State University be increased to full time. Sufficient support staff for the Affirmative Action Office is also lacking, and this oversight warrants the immediate attention of the University.

** Out of consideration of the priority the California State Legislature has placed on student affirmative action (ACR 151), the Commission recommends that the position of Student Affirmative Action Coordinator, with dual reporting responsibilities to the Dean of Student Affairs and Affirmative Action Coordinator, should be established. The function of this position would be to address and overcome, by 1985, ethnic, economic, and sexual underrepresentation in San Diego State University's student population when compared to the general ethnic, economic, and sexual composition of recent high school graduates in the University's service area.

** The Commission urges the President of the University to secure greater minority representation in the executive decision-making process--Cabinet, Council of Deans, Senate Executive Committee, and key campus boards and committees such as the Affirmative Action Advisory Committee and the Student Grievance Committee.

5. Residential Life

a. On-Campus Housing

** It is recommended by the Commission that the University undertake a study of the relationship between declining student enrollment (FTE) and the severe shortage of on-campus student housing. Relatedly, a special task force appointed by the University President should examine options for expanding student housing at both the main and Imperial Valley campuses.

** The Commission notes that operations of the Division of Business and Financial Affairs which relate directly to residence hall management, such as the housing maintenance program, have not been sufficiently responsive to staff and student needs. It is recommended that these kinds of difficulties be given special attention.

** Special residential interest groupings, educational enrichment programs in the residence halls, innovative living arrangements, and kitchen and study facilities have positive educational and social impact on student residential life. The Commission recommends that these programming concepts receive more attention from the Divisions of Student Affairs, Academic Affairs, and Business and Financial Affairs.

b. The Greek System: Fraternities and Sororities

** The Commission strongly recommends that San Diego State University and the national fraternities and sororities based here formalize and clarify their relationship by establishing mutually agreed upon goals and operational procedures.

** It is the recommendation of the Commission that the Office of Housing and Residential Life warrants additional staffing and budgetary resources in order to carry out its coordination of fraternities and sororities, which should be expanded to including programming assistance to local chapters and their advisory and alumni groups, orientation and training programs for house advisors and housemothers, leadership training for chapter officers, assistance with rush activities in conjunction with Interfraternity Council and Panhellenic, and coordination of fraternity and sorority judicial boards. Funding for this expansion of services should be contributed by both the University and the Greek system.

** Affiliation with San Diego State University by national fraternities and sororities carries with it a responsibility to contribute creatively to the life of the academic community and to abide fully with institutional policies, state laws, and city ordinances. The Commission believes and recommends that the Division of Student Affairs must assume a more proactive role in these areas, assisting the Greek system in realizing its important social and academic obligations.

6. International Students

** The Commission strongly recommends that the University establish a five year projection of the number of international students desired in the various programs at San Diego State University and adhere to that projection. This planning should include representation from the College of Extended Studies and the Academic Colleges. The agreed upon enrollment level should then be used as a basis for funding and staffing the International Student Office.

** In view of their parallel program efforts, the Commission recommends that the International Student Office and the International Study Program (presently administered by the College of Extended Studies) be situated in a shared facility. Relatedly, a study should be conducted to determine the administrative feasibility of combining these two programs into an International Center.

7. Imperial Valley Campus

** Based on its preliminary findings of the wholly inadequate provision of student support services at the Imperial Valley Campus, the Commission recommends that the Dean of Student Affairs designate a special task force to investigate the need level of student services at the campus and to develop a specific timetable for bringing these services to the qualitative level of parallel services available at the main University campus.

** The Commission believes that one important measure of the quality of student life at the Imperial Valley Campus is the nature and extent of program and experiential articulation with the main campus. Strategies to increase both the variety and meaningfulness of contacts between the two campuses, two faculties, and two student bodies must be devised and implemented.

** The Commission recommends that a daily shuttle bus between the two campuses be provided to allow for student, faculty, and staff exchanges, efficient interlibrary loans, resource sharing, joint cultural programming, and a more accessible means for fully appreciating the similarities and differences between both locales. The use of closed circuit television with telephone tie-ins for both instructional and counseling and advising purposes could also be utilized effectively to bridge the distance between the campuses.

8. Clubs and Organizations

** The Commission recommends that the Division of Student Affairs maintain, as both a benchmark of interest and as an early indication of needed advisory assistance, a yearly census of student membership in campus clubs and organizations.

** The Commission recommends that the involvement of faculty and staff as advisors and/or participants in campus clubs and organizations be rekindled.

** The Commission recommends that the Assistant Deans for Student Affairs in the Academic Colleges provide increased support and assistance to those clubs and organizations within their purview.

** The Commission recommends that a "free hour" concept be reestablished during the normal academic week. This time period would encourage and allow for more faculty/student contact and better scheduling options for campus clubs and organizations.

9. Student/Parent Information Needs

** The Commission strongly recommends that the Division of Student Affairs and Associated Students jointly produce a detailed Student Handbook to be distributed each semester to all new San Diego State University students.

** The existence of several major information offices on the campus, each staffed and administered by a different administrative division or functional interest, is confusing and probably disadvantageous to all. The Commission recommends that some coordination of these offices, including joint staff training and resources sharing, be given a high priority by the University.

** The Commission believes there is currently a student "information overload" which, in the worst case analysis, decreases the likelihood that essential information about the University is being received and understood by students. It is recommended that the overall number of University-to-student communications be reduced to a minimum, and that the quality of these communications be enhanced accordingly.

** The Division of Student Affairs has not been effective in the past in its efforts to keep the parents of San Diego State University students informed about campus life. The Commission believes that this problem can and should be rectified.

10. University Policy

a. Institutional Policy-Making

** The Commission on Student Life supports and reaffirms the final recommendations of the Ad Hoc Committee on University Policies and Procedures that:

-- Policy development and approval responsibilities be more clearly defined within the University community;

-- Attention be given to the creation of a uniform policy development process for the University. The Commission further recommends that one individual, office, or group be assigned responsibility for reviewing and soliciting comments on all proposed policies or amendments to existing policies prior to their final approval by the President of the University; and

-- The University develop a Policy and Procedure Manual, to be implemented in two phases. The first phase would consist of the compilation and distribution in a binder format of existing University policies and procedures. The second phase would consist of the review and rewriting in a standardized form of all such policies. It is recommended further that a mechanism be developed for preparing and distributing all changes or updates to the manual.

** The Commission also believes it is timely and appropriate for the President of the University to indicate his priorities for clarifying the policy promulgation and approval process that will be operative under his administration of the academic community.

** It is recommended by the Commission that the University grievance procedure--for students, faculty, and staff--be better defined and centralized in one office for coordination purposes.

** It is recommended that the Division of Student Affairs continue its practice of compiling those policies and administrative practices which affect students and/or the Associated Students, with the ultimate goal of developing a student handbook of essential institutional policies and procedures (see Recommendations in Section I above, Student/Parent Information Needs).

b. Judicial Procedures

** San Diego State University lacks a clear statement of policy detailing student rights and responsibilities, academic dishonesty, and the student disciplinary process. The Commission believes a public institution of higher learning has a compelling obligation to specify these important areas of conduct for its students, and recommends that this charge be taken up immediately by an all-University Commission on Student Rights and Responsibilities.

** It is the recommendation of the Commission that the jurisdiction of the Office of Judiciary Procedures, and the relationship of this office to the University Police, Office of Housing and Residential Life, and Ombudsman be clarified.

c. Student Government

** The relationship between the Division of Student Affairs and Associated Students seemingly is entering a period of relative stability, maturity, and mutual respect. It is the recommendation of the Commission that these elements be nurtured and brought to bear increasingly in the form of a partnership in policy and programming areas.

** The Commission recommends that the role of the Associated Students in the administration of student support services and the resource allocation process within the Division of Student Affairs be addressed and resolved (see Recommendations in Section following, General Student Services).

11. General Student Services

** The Commission detected only a marginal relationship between the stated goals and objectives of the Division of Student Affairs and the actual allocation of human and budgetary resources. One, or perhaps both, of these items need to be reevaluated. It is also recommended that the budgeting process be rendered more open and accessible to the program Directors.

** The Commission strongly urges the President of the University to appoint a blue ribbon commission to correct the serious problems and inequities inherent in the University's personnel classification practices, particularly as they are applied to the Division of Student Affairs.

** The Commission strongly recommends that the Division of Student Affairs revamp its employee evaluation process and develop some objective means for identifying and rewarding exemplary personnel performance.

** In view of declining student full time enrollment (FTE) and dwindling resources available to the entire University, the Commission strongly recommends that the Division of Student Affairs develop strategies for making its human and budgetary resources more cost-effective.

** The Commission recommends that the Division of Student Affairs attend more closely to the student consumer perspective in its program planning and evaluation process.

** The Commission recommends that the Dean of Student Affairs place a high priority on the development of a comprehensive staff training program.

12. Division of Student Affairs

** The Commission believes the enhancement of the quality of student life at the University during a period of dwindling resources will depend on the ability of the Division of Student Affairs to:

-- Manage its resources more efficiently, including the option of elimination of unnecessary programs and services, program reorganization, and other means;

-- Form cooperative programming relationships in support of student life with the Division of Academic Affairs, the Associated Students, and off-campus constituencies; and

-- Pursue state, federal, and private funding for program innovation through competitive grantsmanship.

** The Commission recommends that the philosophy, priorities, and program objectives of the Division of Student Affairs be given more visibility and wider circulation within the University community. As existing budgetary resources for student support services decline in response to enrollment fluctuations and the changing economic climate of California, a restatement of the role of the Division as a learning reinforcement system is critically important.

** The Commission strongly recommends that the University give greater attention and place a higher priority on upgrading the facilities which house student support programs. The diffuse locations of these services and inadequate space in which many of these programs function are disadvantageous to campus student life.

APPENDICES

(The appendices for this report are on file and available for inspection in the Office of the Dean of Student Affairs, Room 231, Administration Building, San Diego State University.)

APPENDIX Z:

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